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ABSTRACT

This study examines the teaching conditions of educators working in charter schools, exploring the involvement of teachers' unions and associations. Data came from a literature review, a teacher survey, and five case studies in various types of charter schools. Results from the literature review indicate that: state charter statutes are significant, charter schools serve diverse populations, students and parents are pleased with charter schools, teachers are satisfied with their work environment, and unions are not particularly present. Survey results indicate that: charter school teachers are demographically like public school teachers, most teachers work in charter schools to be free to teach as they wish, salaries and benefits are not major issues to these teachers, and most teachers see little union or association involvement in their schools. Case study data indicate that charter schools believe their independence is key to their success, and teachers are not very involved in high levels of decision making. Recommendations include continuing to track emerging differences between new startup and conversion charters and reviewing more intensively charter schools managed by for-profit organizations. Four appendixes present study methodology, survey questions and results, state charter school legislation, and case study interview protocols. (Contains 27 references.) (SM)

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A PRELIMINARY STUDY

New Rules, New Roles?

The Professional Work Lives
— of —
Charter School Teachers

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Written by:
Julia E. Koppich, Principal Researcher
Patricia Holmes
Margaret L. Plecki

National Education Association
Center for the Advancement of Public Education

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Executive Summary

This is the report of a study of charter schools. More particularly, this document displays findings from a year-long research project which examined the professional conditions of employment of teachers who are working in charter schools.

We believe this study is the first whose principal aim is to shine a spotlight on charter teachers' working conditions—the written agreements, if any, which govern their work lives; compensation arrangements; opportunities for professional development; systems used to appraise classroom performance; and the degree to which charter school teachers are asked, or required, to exercise decision making authority in issues of professional and educational substance.

This study also explores teachers' unions and associations' involvement in charter schools. Do teachers in charter schools have an opportunity to assume new professional responsibilities? Do they accept accountability for the results of their efforts? Are teachers able, and willing, to be the driving engines of charter education, or is their expertise ignored and devalued? Do charter schools provide examples about organizing the profession that other public schools and districts—charters and noncharters alike—might emulate?

Data are gathered from three sources: 1) a review of the literature and research on charter schools; 2) a survey conducted among a sample of charter school teachers working in schools that have been open for at least two years; and, 3) a set of five case studies in various types of charter schools.

Each of these sources of data suggests emerging patterns and trends.

From the literature:

- State charter statutes are significant. Their provisions often provide the outline for charter schools in terms of program scope, accountability obligations, degree of autonomy, and the nature of employer-employee relations.
- Charter schools, overall, serve a diverse student population, regardless of the defining dimensions of diversity—race and ethnicity, special needs (e.g., limited-English-proficient, special education), or family wealth.
- Students and parents are well pleased with their choice of education option.
- Teachers, most of whom have come from other public schools, are satisfied with their work environment.
- Unions are not much of a presence in charter schools. While in some studies, teachers' unions or associations are cited as an obstacle to the establishment of charters, from teachers' perspective, unions are fairly invisible.

- The jury is still out regarding the degree, if any, to which charter schools will boost student achievement. Importantly, this issue is compounded by surprisingly weak, or weakly enforced, accountability systems.

From the survey:

- Charter school teachers match the demographic profile of other public school teachers in the United States. They are mostly white and mostly female.
- Teachers in charter schools generally have experience teaching in other public schools and are teaching in the grade(s) or subject(s) for which they are licensed.
- "Freedom to teach the way I want" is the most common reason teachers offer for choosing to teach in a charter school.
- Most charter teachers work in schools that were begun by teachers, administrators, parents, or a combination of these.
- A slight majority of charter school teachers (54%) say they are covered by the same contract as other teachers in their school district. Nearly 40 percent say their working conditions are spelled out in individual employment contracts.
- Levels of salaries and benefits are not an issue of great moment to charter school teachers. Salaries for most who previously taught are about the same as in their former teaching positions. About a third of the teachers say their current salaries are higher than they were in their previous teaching assignment. Nearly all charter school teachers have benefits, including retirement.
- Approximately one-third of charter school teachers (34%) say they have tenure. Among charter school teachers covered by a collective bargaining agreement, nearly two-thirds (61%) say they have tenure.
- Teachers in charter schools, on balance, say they are substantially involved in decision making in areas such as teacher hiring and assignment, curriculum development, and determining the content of their professional development. The vast majority report that they have little or no say in hiring school administrators or determining how money is allocated at their schools.
- Charter schools contract for services, but according to their teachers, most contract with the "home" or neighboring public school district.
- Nearly 7 in 10 charter school teachers (68%) say there is little or no union or association involvement at their school.
- Some differences between teachers in public conversion charters and those in new start-up charters are beginning to emerge. Teachers in conversion charters are more likely than their new start-up counterparts to have public school teaching experience, be covered by a collective bargaining agreement, have tenure, and be in a school that has some involvement on the part of the local teachers' union or association.
- Morale among charter school teachers is reasonably high. They would, by a 3 to 1 margin, choose to teach in a charter school again.

From the case studies:

Some charter schools are not only autonomous from a school district, they do not much see themselves as part of a public school system. They believe their independence is key to their success. This operational independence extends to the freedom unilaterally to hire and fire teachers, establish their levels of wages and benefits, set all other terms and conditions of employment—and often change these conditions "at-will." Teachers in these charter schools seem unconcerned with this situation.

Charter teachers are not necessarily involved in high levels of decision making on critical matters such as selecting personnel, shaping the curriculum, or determining how (the mostly public) dollars are allocated. In some instances, teachers prefer not to play a significant role in these matters. In others, they are neither given the choice nor offered the opportunity.

The case of the conversion charter—though it is just one school—offers an interesting model worth watching. Here is a school that seems to have found a way to create an atmosphere of innovation and freedom from bureaucratic rules and regulations while maintaining its affiliation with the local public school district.

CONCLUSIONS AND RECOMMENDATIONS FOR FURTHER STUDY

This study represents an effort at an initial understanding of charter school teachers' professional conditions of employment. We end this study with a beginning set of observations and suggestions for further research.

Observation #1: Charter schools are not always viewed as public institutions.

Observation #2: Teachers in charter schools hold relatively traditional conceptions of their professional roles.

Observation #3: Teachers' unions and associations, at least as they are perceived by many charter school teachers, have no role in teachers' professional lives.

Recommendation #1: Continue to "track" the emerging differences between new start-up and conversion charters.

Recommendation #2: Review more intensively charter schools that are managed by for-profit organizations.

Recommendation #3: Develop a more specific and detailed understanding of the various forms of charter school teachers' employment contracts.

A FINAL READERS' CAVEAT

Given the relative newness of the charter school phenomenon, information regarding teachers' conditions of employment must be considered preliminary and conclusions tentative. As time passes and a larger number of schools have longer operational histories, a clearer and more detailed picture of the professional lives of charter school teachers will emerge.

CHAPTER ONE

Introduction

This is the report of a study of charter schools. More particularly, this document displays findings from a year-long research project which examined the professional conditions of employment of teachers who are working in charter schools.

Since charter schools first burst on the education policy scene in the early 1990s, they have provided fertile territory for researchers and policy analysts. A number of interesting and informative reports have focused on matters such as the demographics of students in charter schools; the nature of these schools' instructional programs; the challenges inherent in charter school financing; the interaction of charter schools, as an education reform strategy, with other simultaneous education change efforts; and preliminary attempts to assess the degree to which charter schools are impacting student achievement.

We believe this study is the first whose principal aim is to shine a spotlight on charter teachers' working conditions—the written agreements, if any, which govern their work lives; compensation arrangements; opportunities for professional development; systems used to appraise classroom performance; and the degree to which charter school teachers are asked, or required, to exercise decision making authority in issues of professional and educational substance.

This study also explores teachers' unions and associations' involvement in charter schools. To what extent do unions and associations influence the course of charter schools, and is this influence, if it exists, helpful, harmful, or simply neutral? Do traditional union issues—contracts, job protection, work rule development, and the like—enhance or inhibit the successful implementation of charter programs? Are there ways in which unions or associations might support teachers who are interested in charter schools, learn from charters lessons applicable to the wider public education community, and employ charters as one means by which to promote new forms of teacher unionism?

These are some of the issues this study takes up and some of the questions it seeks to answer. In order to provide background for this study, we move now to a brief discussion of the genesis of and contemporary impetus for charter schools.

THE GENESIS OF CHARTER SCHOOLS

The term "charter" comes from the contracts given to European explorers which specified the expectations and responsibilities of both the explorer and his sponsor.[1] The word was applied to education when the first version of the charter school idea was introduced by Ray Budde in a 1988 publication of the federally funded Northeast Regional Laboratory. In *Education by Charter: Restructuring School Districts*, Budde proposed education reform in the form of schools-within-schools. These schools, in Budde's model, would be governed by charters granted by local school boards to groups of teachers who would manage the schools, in exchange for being held accountable for educational outcomes.

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[1] See Nathan, Joe. (1996). *Charter Schools: Creating Hope and Opportunity for American Education*. San Francisco: Jossey-Bass Publishers.

Budde foresaw in these charter schools significant changes in the roles of teachers, administrators, and local boards. He promoted his idea as one of the many reforms being proposed in the then-recent wake of the release of *A Nation at Risk*, the 1983 report of the National Commission on Excellence in Education which called the nation's public schools to task and launched a firestorm of education reform activity.

Budde's idea might simply have been swallowed up in the sea of reform proposals. However, it achieved national recognition when Albert Shanker, then President of the American Federation of Teachers, in a spring 1988 speech to the National Press Club in Washington, D.C., proposed the creation of charter schools. He slightly modified Budde's idea, calling for autonomous schools-within-schools in which parents and the local teachers' union would be involved in developing a proposed charter and presenting it for approval to the school board. Teacher participation in charter schools would be voluntary, the schools would be required to commit to the achievement of measurable learning objectives, and they would be held accountable for results.

In the decade since, charter schools has become an idea that has caught policy fire. Support for charter schools is bipartisan (though not universal). Since Minnesota enacted the first-in-the-nation charter school statute in 1991, 31 states and the District of Columbia have followed suit: California in 1992; Colorado, Georgia, Massachusetts, Michigan, New Mexico, and Wisconsin in 1993; Arizona, Hawaii, and Kansas in 1994; Alaska, Arkansas, Delaware, New Hampshire, Louisiana, Rhode Island, and Wyoming in 1995; Connecticut, District of Columbia, Florida, Illinois, New Jersey, North Carolina, South Carolina, and Texas in 1996; Mississippi, Nevada, Ohio, and Pennsylvania in 1997; and Utah, Idaho, and Virginia in 1998 (RPP, 1997).

The National Conference of State Legislatures estimates there are over 800 charter schools operating in 1997–98. Most are new—nearly half the charters were begun during the 1996-97 school year. And two states—Arizona and California—account for more than half of all charter schools (RPP, 1997; ECS, 1998).

Federal action has followed state enthusiasm for the charter idea. Congress in 1995 appropriated $6 million for the formation of charter schools, then tripled that amount to $18 million in 1996. By 1997, federal support for charter schools had reached $51 million, and the amount promises to escalate. President Clinton has proposed increasing the federal allocation to $100 million to support 1,100 charter schools, with a goal of stimulating the creation of 3,000 charters by the year 2002.

What, exactly, are charter schools, and why all the stir? Charter schools are *public* schools which are freed from many (often most) federal, state, and local rules, regulations, and statutes in exchange for increased accountability for student achievement results.[2] Kolderie defines a charter school as "an autonomous, results-oriented, publicly funded school of choice that is designed and run by teachers or others under contract with a public sponsor."[3] The basic bargain with regard to charter schools: authority for accountability.

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[2] Charter schools are bound to abide by some federal laws, such as those governing civil rights.

[3] See Kolderie, Ted. (1995) "Charter Schools Becoming a Movement: Legislative Activity High Across the Nation," in *Charter Schools Strategies, Inc. Newsletter*, Minneapolis, MN: Charter School Strategies, Inc.

Charter schools, established by individual state statutes, must be nonsectarian[4], are precluded from charging tuition, and may be organized by individuals, groups (such as parents and teachers), colleges or universities, or by businesses and corporations (subject to the strictures of the state law). Charters to operate the schools are granted by the public agency, or agencies, designated in state law.

The charter itself, again depending on the specifics of the state statute, delineates matters such as resources the school will receive, how the school is to be managed and governed, what the curriculum will be, how student achievement is to be measured, and the nature of anticipated student outcomes (Bierlein, 1996).[5] Charters operate as schools of choice; enrollment in them is voluntary.

Charter schools are not of a single stripe. Some emphasize a particular academic philosophy, others focus on "back-to-basics," still others emphasize integrated curriculum or are aligned with nationally known programs, such as Accelerated Schools, the International Baccalaureate, Core Knowledge, or the school models promoted by the New American Schools Development Corporation. Some charters target a specific student population. Options for Youth is a dropout recovery program in San Bernardino, California; Jingletown is a charter middle school for limited- and non-English-speaking students in Oakland.

Growing numbers of charter schools are being managed by for-profit corporations. It is estimated that for-profits managed at least 90 charter schools in 1997–98 and will manage an additional 40 or more in 1998–99. The charter statutes in Arizona and Michigan are most hospitable to for-profits, which manage up to one-third of the charter schools in those two states.

Nathan suggests that the charter school movement brings together four ideas:

- Choice among public schools for families and their children;
- Entrepreneurial opportunities for educators and parents to create the kinds of schools they believe make the most sense;
- Explicit responsibility for improved achievement, as measured by standardized tests and other measures; and,
- Carefully designed competition in the public sector (Nathan, 1997).

Why the interest in charter schools, and why now?

THE IMPETUS FOR CHARTERS

For nearly a decade and a half, the United States has been enmeshed in a concentrated effort at education improvement. Dubbed "the excellence movement," reform has focused on ratcheting up student achievement levels.

International comparisons and domestic tests alike have revealed that public schools educate about 15 percent of the nation's students to high standards, in other words, to the level of achievement generally thought requisite to enable young people to succeed in the economic environment of the 21st century.[6] Public opinion polls show that nearly two-thirds of Americans (61%) are concerned that academic standards in their local schools are too low.[7]

The institutional structure of schooling itself is perhaps the most often cited barrier to the kind of reform that might provide breakthrough opportunities to improve student achievement.

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[4] Some state laws do allow religiously-affiliated schools to convert to charter status.

[5] For a description of charter statutes in Arizona, California, Massachusetts, and Michigan, see Appendix C of this report.

[6] See, for example, Murnane and Levy, *The New Basic Skills*.

[7] Johnson, J. and Immerwahr, J. (1994) *First Things First: What Americans Expect from Their Public Schools*, New York: The Public Agenda Foundation.

Owing in part to size, many school districts have developed as tightly controlled bureaucracies. The principal job of district headquarters staff has evolved as ensuring that schools hew faithfully to local, state, and federal rules, regulations, statutes, and procedures. These bureaucratic structures, say their critics, are inherently antagonistic to innovation, efficiency, and flexibility—precisely characteristics schools need to embrace if they are to meet the increasing, and increasingly diverse, needs of their students.

Unions do not escape from this criticism unscathed. Teachers' collective bargaining agreements serve often to reinforce the bureaucratic nature of education decision making. Contracts apply a districtwide template to teachers' employment conditions. Industrial-style bargaining assumes a lack of commonality between the needs and responsibilities of labor (the teachers and other school employees) and management. This assumption further impedes flexibility. innovation, and adaptation (Koppich, 1997).

Charter schools reflect the belief that substantial education decisions—about matters such as money, personnel, and program—ought properly to be made at the level of the individual school, rather than the school district. Implicit in this shift of education authority is the agreement that charter schools will gear their operation toward the achievement of specific, measurable, and publicly acknowledged student performance outcomes.

Proponents of the charter school movement assert that charters offer the kind of freedom and flexibility which allow a school to tailor its program to the needs of individual students and which will result in high—or at least higher—levels of student achievement. Charter schools, according to the movement's proponents, represent a potent blend of site-based management, shared decision making, parental choice, and healthy school-to-school competition, operating in an education system aimed at measurable results and framed by demonstrable accountability. Moreover, assert the advocates, charter schools can have a salutary effect on the districts from which they spring, providing examples of innovative practice and added educational options for students.

Opponents of charter schools contend that charters will produce elitist institutions which will enroll only the best students from the public schools, leaving conventional schools with diminished budgets and more challenging students, and creating an education system segregated by race, income, and philosophy. Widespread implementation of charters, claim its opponents, will cause America to abandon forever the goal of a common schooling experience critical to the successful functioning of a pluralistic democracy. Moreover, they say, charters are simply a thinly veiled ruse to transform a public education system into a system of publicly supported private schools.

As the data reported in Chapter 2 of this report will demonstrate, truth does not wholly reside with charter schools' adherents or critics. As might be expected, truth lies somewhere in between.

A CAVEAT TO THE READER

Given the relative newness of the charter school phenomenon, information regarding teachers' conditions of employment must be considered preliminary and conclusions tentative. Even though the survey and case studies reported here use data only from schools that have been open for at least two years, nonetheless, this is quite a brief period of time. In addition, the number of charter schools that fit this category is still quite small. As time passes and a larger number of schools have longer operational histories, a clearer and more detailed picture of the professional lives of charter school teachers will emerge.

CHAPTER TWO

Review of the Literature and Research

This chapter consists of a review of the principal literature and research on charter schools. Among the key sources of data are the first-year results of the $2.6 million multi-year federally funded national study of charter schools, conducted by RPP International of Emeryville, California; and the Pew Foundation funded study of charter schools in several states conducted by the Hudson Institute. Other data emanate from research by the Rand Corporation, state-specific analyses conducted in California (two studies), Colorado, Minnesota, and Texas, as well as research undertaken by various academics. A complete list of the materials reviewed for this portion of the report is appended to the end of this chapter.

It should be noted that, as charter schools are a relatively new phenomenon, much of the literature is actually the compilation and reporting of demographic statistics, preliminary findings, and comparisons of state charter laws. The importance of these data should not be minimized. They are critical in order to establish the lay of the charter land and create a baseline for the more comprehensive research results that will follow.

Finally, before presenting this review, a word of caution to the reader is in order. Much of the research that has been conducted about charter schools has been undertaken by partisans, both proponents and opponents of charter schools, whose views are known and whose research results corroborate their perspectives. The findings themselves may be perfectly valid, but they often are arrived at by means other than dispassionate, agenda-neutral research and analysis.

STATUTES PROVIDE THE ARCHITECTURE

Millot describes charter school statutes as "creat[ing] an alternative legal framework for the formation of public schools" (Millot, 1996). To be sure, the statute in each of the states that allows charter schools offers a rough outline of responsibilities and freedoms charter schools might have—the nature of the resources that will be available, who the charter authorizing agency is, what the charter must contain, and the like.

Nine states (Arizona, Arkansas, Florida, Georgia, Michigan, South Carolina, Texas, Wisconsin, and Wyoming) have no statutory "cap" on the number of charter schools that may be established; the rest do.[8] The size of the cap varies, from only five charter schools allowed in New Mexico to 250 in California for the 1998–99 year with 100 additional charters in each subsequent school year. (California Assembly Bill 511, adopted April 1998).

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[8] This paragraph and the four that follow are taken from the first-year federal charter school study, released in 1997.

In 12 states, the local school board is the only charter granting agency. Others allow other public agencies (colleges and universities and state boards of education, for example) to grant charters. Arizona has established a special Charter School Board for the express purpose of granting charters.

All state statutes allow regular public schools to convert to charter status. All but four (Arkansas, Georgia, Hawaii, and New Mexico) authorize new start-ups. A few states allow private schools to convert to public charter status (RPP, 1997).

In 15 states and the District of Columbia, charter schools are independent entities, corporate entities, or nonprofit organizations. In 8 states, they are legally part of local school districts. Statutes in two states—California and Wyoming—do not address the legal status of charters (RPP, 1997).

Given that in a number of states the charters schools are freestanding legal entities, it is not surprising that in 15 states and the District of Columbia, these schools are authorized to act as employers (though in some schools in these states, teachers remain district employees). In the other 10 charter states that are part of the federal study, the law requires that teachers remain—or become—district employees (RPP, 1997).

What about charter schools and collective bargaining? Do charter teachers fall under the provisions of a state's collective bargaining law (assuming the state has such a law)? The answer is: in some they do; in others they do not. Teachers are subject to collective bargaining in 13 states. In several of these states charter teachers may bargain only at the school and may not be part of the district contract. In 6 states, the legislation is silent on bargaining. Six states and the District of Columbia specifically exclude charter schools from collective bargaining or allow schools to address the issue of contracts and negotiations in their charters.

WHAT ARE THE BASIC CHARTER SCHOOL DEMOGRAPHICS?

Charter schools are generally small. More than 60 percent of them have fewer than 200 students; more than 15 percent enroll fewer than 15 students. On the other end of the size spectrum, only about 9 percent of charter schools are attended by more than 1,000 students and 12 percent by more than 600 students (RPP, 1997). The Colorado study revealed that the average size of charter schools in that state is 188 students (Clayton Foundation, 1998).

More than half of all charters (52%) use a traditional public school grade configuration of elementary school, middle school, and high school. Slightly more than 10 percent (11.2%) are organized as kindergarten through twelfth grade institutions (RPP, 1997). (This compares to just 1.2 percent of other public schools that maintain a K-12 pattern within a single school.)

Colorado's charters paint a somewhat different grade configuration picture. In that state, just one in five charter schools (21%) fits the traditional grade level configuration of elementary, middle, and high school. Most Colorado charters either 1) serve students from kindergarten through high school (K-12), or 2) offer programs that span middle and high school (Clayton Foundation, 1998).

Sixty percent (60%) of charters are newly created schools. The rest are "conversions," some of them conversions from traditional public schools to charter status, although about one-quarter (25%) are conversions from private schools to public charter schools (RPP, 1997).

The recent California study by SRI begins to uncover some differences between *new* *start-ups* and public conversion charters. Compared to conversion schools, new start-ups in California: 1) are smaller, 2) more often enroll students from a wider geographic area, 3) serve more nontraditional grade ranges, 4) have teachers who are not represented by a union and have fewer traditional contract (or contract-like) provisions to define employee work rules, 5) are less likely to serve special education and limited-English-proficient students, and 6) are *more* likely to serve low achieving students (Powell, Backorby, March, et.al., 1997).

WHO STARTS A CHARTER SCHOOL AND WHY?

Charter schools are initiated by various groups and individuals and for a variety of reasons. For three-quarters of the schools (75%), one or two dedicated, entrepreneurial individuals provided the impetus. In half these cases, administrators began the schools; the other half were founded by active teachers or parents. About a quarter of the charters (25%) were begun by organized coalitions (RPP, 1997).

If administrators initiated the charter, it likely is a conversion school. If the impetus came from teachers or parents, the charter is more likely to be a new start-up (RPP, 1997).

In California, the vast majority of charters (87%) are sponsored by local school districts. The remainder are sponsored by a county office of education (6%) or the state Department of Education (7%) (Powell, Backorby, March, et.al., 1997).

Six principal impulses are offered for the founding of charter schools. Those who undertake this task indicate that they do so for one or more of the following reasons: 1) to advance a particular educational vision or philosophy; 2) to have more autonomy over organizational, personnel, or governance matters; 3) to serve a particular student population; 4) to receive public funds; 5) to engender parental involvement; and 6) to attract students and parents (RPP, 1997; Powell, Backorby, March, et.al., 1997; Taebel, Barrett, Brenner, et.al., 1997).

WHO ATTENDS CHARTER SCHOOLS AND WHY?

The federal charter schools study used information from more than 250 charter schools in all of the states in which charters were up and running as of the beginning of the 1994-95 school year. The Hudson Institute surveyed 39 charters in 10 states. The student demographic results in these two studies are remarkably similar.

Both of these studies found that among charter school students, approximately 50 percent are white (52 percent for the federal study, 50 for the Hudson study), another 14 to 16 percent are African American, 25% are Hispanic, and 4 to 6 percent are Asian.[9] Two in five charters (40%) serve predominantly minority students. Fewer than one in two serves mainly white students (RPP, 1997).

Race and ethnicity are not the only indicators of student diversity in charter schools, or of schools serving special needs populations. Charter schools serve handicapped students—4 percent of charter school students in the federal study sample and 11 percent in the Hudson study qualify for special education services. (Nationally, approximately 10 percent of public school students receive special education.) Seven percent of students in the federal study and 13 percent in Hudson's are limited- or non-English-speaking. (The national public school total is about 7 percent.)

Charter schools serve large percentages of poor children. In both national studies, sizable proportions of students—34 percent in the federal and 41 percent in the Hudson study—qualify for free and reduced-price lunch, an often used proxy for student poverty. (The national figure for free and reduced price lunch is 37 percent.) Moreover, two-thirds of charter schools are eligible for Title I funds, provided specifically for economically disadvantaged students (RPP, 1997).[10]

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[9] In California, a state in which Caucasian students are a minority of the public school population and Hispanics an ever-increasing proportion, the federal study found that charter schools' racial and ethnic composition mirrored the general public school racial and ethnic breakdown.

State studies reveal some state variations. The Minnesota study found that charter schools enroll larger percentages of minority students than do the host districts (Center for Applied Research and Educational Improvement, 1996).

The Colorado study found that charters in that state serve students of color, educationally disadvantaged students, and students eligible for special education services. However, charters serve smaller proportions of these students than do other public schools. More than two-thirds of charters in the Colorado study (68%) serve a lower ratio of minority students and poor students than do other schools in their sponsoring districts. More than half (55%) serve a lower ratio of students eligible for special education services (Clayton Foundation, 1998).

In California, on the other hand, charter schools enroll students with characteristics similar to the state average. Their ethnic composition is similar to other public schools in the state, and they serve percentages of low income, special education, and limited-English-proficient students similar to state averages (Powell, Backorby, March, et.al., 1997),

The Texas study revealed that charters in that state serve nearly twice as many at-risk students as do other public schools in the state (73% to 39%), serve fewer special education students (7% to 11%), and serve about the same percentage (11%) of limited-English-proficient students as other public schools (Taebel, Barrett, Brenner, et.al., 1997).

Most charter school attendees are public school students who made the switch. The Hudson Institute study found that nearly two-thirds of charter school students (63%) previously attended another public school, 1 percent had been enrolled in another charter, another 11 percent had attended a private school, 3 percent had been home schooled, 5 percent were drop-outs, and, for some unexplained reason, 17 percent had not (at least the previous year) attended school (Vanourek et.al., 1997).

What about charter school admission policies? Though charters would seem to reflect, on balance, a relatively diverse student population, did admission criteria discriminate against some students and dampen possibilities for more diversity? For at least 80 percent of charters in the federally funded study, the initial answer to that question seems to be "no." More than 40 percent of charter schools (41%) say they accept students on a first-come, first-served basis. Another 39 percent use a lottery to determine which students will gain admission.

The California SRI study, however, reveals some subtle differences. More than three-quarters of California charters (78%) cited space limitations and enrollment caps as possible admission criteria. Nearly half (44%) suggest that an indication that a student (or his or her parent) is not committed to the school's philosophy can be a reason for not admitting. Prior academic performance is rarely cited as an admission factor. However, 30 percent of charters reported that "not being able to meet a student's special needs" can be a reason not to admit (Powell, Backorby, March, et.al., 1997).

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[10] While two-thirds of charters qualify for Title I dollars, fewer than half of charters (47%) actually receive this money (RPP, 1997) due to a combination of complications about moving federal dollars from districts to school sites and some charters' reluctance to accept federal money that comes with strings attached.

Why do students—and their parents—elect to attend a charter school? According to the Hudson Institute study, families select charters primarily for educational reasons—small class sizes (53%), high academic standards (45%), improved teachers and teaching (42%). Initial data indicate satisfaction with their choice. Sixty percent of students say that the teachers in their charter school are "better" than their previous teachers. Students who did offer complaints about their charter school cite poor sports programs and too much homework.

More than two-thirds of parents report that on dimensions such as class and school size and individual attention from teachers, the charter school ranks above their child's previous school (Vanourek et.al., 1997). In the Minnesota research, 90 percent of charter school parents rate their child's school an "A" or "B" (Center for Applied Research and Education Improvement, 1997). In the Texas study, 80 percent of parents gave charters an "A" or "B" (Taebel, Barrett, Brenner, et.al., 1997).

Parents cite satisfaction on dimensions such as student motivation for learning, instilling a sense of responsibility, and general academic performance (Center for Applied Research and Educational Improvement, 1996; Barrett, Brenner, et.al., 1997). Parent satisfaction with charters is also reported in both the reports of the Little Hoover Commission and SRI in California (Little Hoover Commission, 1996; Powell, Backorby, March, et.al., 1997).

A Word About Student Performance

Whether student performance improves in charter schools, as compared to other publics or to privates is, of course, the $64,000 question. After all, much of the press for charters was predicated on the belief that these schools would realize improved student achievement results.

Most charters are simply too new to have valid and reliable student achievement data. What is available are anecdotal and self-reported data from the Hudson Institute study and some modest data from individual state studies.

The Hudson Institute report claims widespread improvement for all races, ages, and genders, for students with special needs, and for those from private as well as public schools. Among students performing poorly in their previous schools, *as judged by parents*, nearly half are said to be doing "excellent" or "above average" work. African American and Hispanic parents seem particularly pleased with their children's progress (Vanourek et. al., 1997).

Colorado offers some firmer student achievement results. According to the study in that state, charter school students, as a group, performed better than the statewide average on the state fourth grade reading and writing assessment. Nine schools were included in the Colorado study. The average score for these schools was 72 percent for reading and 44 percent for writing, compared to the state average of 57 percent for reading and 31 percent for writing (Clayton Foundation, 1998).

California's SRI study yielded more mixed results. Some charters in that state displayed better student achievement results than noncharters when compared to national averages[11], when compared with all noncharters in their sponsoring district, and when set against comparable noncharters in their sponsoring district. Others did not (Powell, Backorby, March, et.al., 1997).

WHO TEACHES IN CHARTER SCHOOLS AND WHAT ARE THEIR VIEWS?

Who teaches in charter schools? Why do they select this teaching environment, and how well satisfied are they with their choice?

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[11] Until spring 1998, California had had no statewide standardized achievement test for several years.

The Hudson study found that the majority of charter school teachers (54%) came to their current assignment from other public schools. Another 21 percent came to charter school teaching fresh out of college or graduate school. Nine percent had taught in private schools, 12 percent came to teaching from other professions, 4 percent were former teachers returning to the occupation, and 1 percent had been involved in home teaching (Finn et.al., 1996; Vanourek et.al., 1997).

Nearly three-quarters of the charter school teachers in the Hudson study (72%) are certified to teach in the state in which their school is located. Another 4 percent are licensed but not in the state in which they are currently teaching; 17 percent are working toward a credential (Finn et.al., 1996; Vanourek et.al., 1997).

The Colorado study found that charters employ teachers with less experience and who hold fewer post-baccalaureate degrees than teachers in other public schools (Clayton Foundation, 1998).

In Texas, where charter teachers are not required to be certified, more than half are not. Better than 90 percent (93%) have earned bachelor's degrees. Of these, more than a quarter (28%) have master's degrees, and 6 percent have earned doctorates. Seven percent of Texas charter school teachers have no college degree at all. Forty percent of the Texas charter teachers have experience teaching in public schools, and an equal percentage (40%) have private school teaching experience. It is interesting to note that nearly 70 percent of Texas charter school teachers are members of minority groups, a much higher representation than in other Texas public schools (Taebel, Barrett, Brenner, et.al., 1997).

In California, most charter school teachers (71%) are certified. However, teachers at new start-up charters are less likely to have credentials than their counterparts in conversion schools. On average, two-thirds of teachers at start-up charters (66%) have credentials, compared to more than three-quarters of the teachers (77%) in conversion schools (Powell, Backorby, March, et.al., 1997).

California charter schools tend to employ a larger number of part-time teachers, and these individuals are less likely to be certified in the subject they are teaching. The SRI study found that more than 80 percent of full-time charter school teachers in California (83%) are fully licensed to teach the subjects to which they are assigned, compared to less than half (43%) of part-time charter teachers (Powell, Backorby, March, et.al., 1997).

When asked why they chose to teach in a charter school, teachers cite the school's educational philosophy (77%), like-minded colleagues (63%), good administration (55%), manageable class sizes (54%), and more decision making authority (42%). Levels of satisfaction with their circumstances is high, with more than 90 percent of the teachers indicating they are "very" or "somewhat" satisfied. When asked what they would be doing "if you weren't teaching in this school," only about a third of the teachers (37%) say they would be teaching in another public school (Finn et.al., 1996; Vanourek et.al., 1997).

The teachers surveyed by Hudson give high marks to their charters on a number of dimensions. They claim "much" or "some" success for their respective schools in terms of providing an excellent educational alternative (97%), building high quality staff (97%), involving teachers in decision making (94%), raising student achievement (98%), setting and maintaining high standards (96%), establishing a strong curriculum (95%), suitably assessing student performance (95%), and involving parents (91%) (Vanourek et.al., 1997).

Likewise, in the Minnesota evaluation, 81 percent of charter school staffs rate their school "satisfactory" or "very satisfactory" on many of these same dimensions (Center for

Applied Research and Educational Improvement, 1996). However, it should be noted that a quarter of the teachers in Texas charter schools (25%) say they do not plan to return to their schools once the school year ends (Taebel, Barrett, Brenner, et.al., 1997),

When asked what they find frustrating about teaching in a charter school, teachers cite lack of resources, inadequate facilities, fear of long-term stress and burn-out, and the need to wear many (and often new) professional hats (Bierlein, 1996). Salaries are rarely mentioned.

Hudson data indicate that slightly more than a third of charter school teachers surveyed (35%) say they earn higher salaries in their charter school than they did or would in a neighboring public school. Another 28 percent say they earn about the same amount. But more than a third of charter school teachers (38%) report they earn less in their charter school than they would in another neighboring public school (Vanourek et.al., 1997).[12]

Unions, Charter Schools, and Teachers' Conditions of Employment

As with the matter of student performance, little is known currently about ways in which teacher unions and associations interact and deal with charter school issues. That, in fact, is one of the purposes of this study—to begin to "unpack" the issues surrounding charter school teachers, working conditions, and collective bargaining. Some scant data are, however, available in the published literature.

The Hudson Institute survey found that three-quarters of charter school teachers (76%) are not currently members of a teachers' union. More than half (54%) have never been members of a union. When asked to characterize their current relationship with the local teachers' union, more than two-thirds of the teachers surveyed by Hudson (69%) indicate that that relationship is "uncertain" and that they are largely unaware of union influence, either positive or negative (Vanourek et.al., 1997).

The California study used a different unit of analysis—schools, not teachers. That study found that nearly two-thirds of charter schools (63%) report that some or all of their teachers as members of a union. Membership varies by type of school. More than three-quarters of conversions (79%) report that some or all of their instructional staff are union members, compared to slightly less than half (49%) of new start-ups (Powell, Backorby, March, et.al., 1997).

An interesting dichotomy is apparent in the federally funded study and the Hudson Institute work with regard to unions' role vis a vis charter schools. Hudson claims that "without exception, in the seven states of our sample, the unions' primary objective ... is to keep the [charter school] program small, weak, and limited as possible." Moreover, asserts Hudson, " ... The charter movement, if it retains its essential attributes, is antithetical to the central tenets and practices of today's teacher unions" (Finn et.al., 1996). The federal study, on the other hand, found that "conflict with employee unions and obstacles stemming from collective bargaining agreements do *not* appear to be widespread problems" [emphasis added] (RPP, 1997).

Millot asserts that, in order to enhance autonomy, "management [of charter schools] needs to be able to employ, advance, remove, and compensate teachers on the basis of competence rather than seniority." Therefore, he says, "charter schools should not be subject to collective bargaining contracts" (Millot, 1996). However, empirical data regarding the extent to which collective bargaining enhances or inhibits charter school autonomy have not yet been collected.

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[12] Work published a year earlier by Hudson showed that 30 percent of charter schools had 1995-96 salary levels lower than conventional public schools in the area, while 4 percent had higher salary levels. Slightly more than 40 percent (43%) said they offered competitive salaries. The remaining 23 percent offered competitive salaries for beginning teachers, but planned to pay less than the local public school to experienced teachers (Finn et.al. 1996).

Some data are beginning to emerge from state specific studies with regard to charter teachers' conditions of employment. (Survey and case study data from this research, Chapters 3 and 4 of this report, provide additional information on this dimension.)

In Colorado, the charter statute does not provide for automatic exemption of charter schools from state laws and regulations. Instead, charters, like other public schools in the state, must seek waivers from the particular statutes from which they would like to be exempted. Exemption requests begin to paint a picture of the employment environment Colorado charters are seeking to create.

Nearly all charters which were part of the Colorado study (96%) sought waivers from the state's Certificated Performance Evaluation Act in order to alter the typical teacher evaluation procedure and, in some cases, institute a pay-for-performance system. The same percentage of schools (96%) also sought release from the statutes related to teacher salaries (charter schools in Colorado pay lower salaries than the state average), and employment and dismissal, in most cases to establish "at-will" employment relationships with charter school employees (Clayton Foundation, 1998).

The California SRI study found that large percentages of charter teachers are covered by a teacher contract (or contract-like provisions of a written agreement). Nearly 90 percent (89%) have annual performance evaluations, generally conducted by a school administrator. Eighty-five percent (85%) are covered by their school district's retirement benefits (or its equivalent), and nearly as many (79%) have a benefits package equal to or better than the local school district's (Powell, Backorby, March, et.al., 1997).

More than three-quarters of California charter teachers (76%) are guaranteed due process for dismissal, and two-thirds (66%) have specified hours of salaried employment. Somewhat more than half of the teachers (58%) can earn tenure at their charter school or retain the right to return to a tenured position in their school district. Nearly 60 percent of charter teachers (58%) are employed under one-year "at-will" contracts (Powell, Backorby, March, et.al., 1997).

Starting teacher salaries in California charter schools are consistent with the state average of $25,500. There is little difference between the salaries of teachers in start-ups and conversion charter schools (Powell, Backorby, March, et.al., 1997).

California charter teachers report assuming additional responsibilities, particularly in the areas of administration and curriculum. Some teachers say they are pleased with these new duties because they give teachers more professional control. Others find the new responsibilities simply add to the burden of an already difficult job (Powell, Backorby, March, et.al., 1997).

WHAT BARRIERS AND DILEMMAS DO CHARTER SCHOOLS ENCOUNTER?

Establishing and maintaining a charter school is, at best, a difficult and complicated task. Those who undertake this work encounter a number of challenges.

Money, Money, Money

Money is a principal problem for charter schools. The federal study found that nearly three-quarters of charter school operators (72%) cite "resource limitations" as a principal problem. The Hudson Institute study notes that two-thirds of charter school personnel (66%) list money as both an initial and a continuing problem (Finn et.al., 1997). The

California Little Hoover Commission study and the Minnesota state study also highlight money woes as a key charter start-up and maintenance dilemma (Dianda and Corwin, 1994; Little Hoover Commission, 1996; Center for Applied Research and Educational Improvement, 1996).

The most comprehensive assessment of charters' financial dilemmas was published by the Education Commission of the States (Bierlein, 1996). That study found that charter schools face the following money-related issues:

- **Lack of start-up funds**—In many states, charter schools are expected to "get started," including locating and leasing space, hiring staff, buying materials, and the like, without cash. Where state law does not specifically allocate dollars for start-up funds, districts do not provide them. Lack of start-up funds is cited by more than half (59%) of the federal study's survey respondents as a barrier to the successful development and implementation of charters.
- **No or limited access to capital funds**—ECS found that charter schools typically are required to use operational funds for capital improvements. Capital funds are rarely allocated and charter schools do not have the ability to issue bonds.
- **Limited access to categorical funds**—Apportioning state or federal targeted (categorical) dollars to charter schools remains a dilemma. Districts are often reluctant to allow these dollars to "follow the child" when the child moves to a charter school, and state and federal regulations are often unclear regarding the ways in which moneys can be parceled out to the charters or to eligible students in them. Of particular significance, as noted in the ECS study, is special education financing. The education of handicapped students is particularly expensive, and the federal law governing such students is complicated and often quite specific. Some charters have encountered difficulty in meeting the obligations of the law and thus have experienced difficulty collecting the dollars.
- **Cash flow problems**—Districts have means by which to husband dollars, by creating fungible accounting categories and the like so that an uneven, or even unpredictable, flow of money need not disrupt the instructional program. Charters rarely have this luxury. Thus, paying the bills on time can be problematic.
- **"Seat-time" funding**—School dollars (with the exception of categorical funds) generally flow on the basis of Carnegie units (hours per course) and/or average daily attendance (or average daily membership). For charter schools whose instructional program does not revolve around courses as typically structured or a conventional school day, or who do not require students to be in attendance on a daily basis, collecting money from a state or district can be difficult.

The California SRI study uncovered two additional financial resource-related issues charter schools confront. First, school survey data reveal that unfamiliarity with the financial side of schools is widespread among charter school directors. Nearly a quarter (24%) do not know, for example, whether their schools are eligible for Title I compensatory education funds. Second, charter schools, as currently funded by California statute, do not have adequate financial resources to operate independently. Without additional assistance from their sponsor or an outside agency, charter schools face significant difficulty in areas such as paying for facilities (Powell, Backorby, March, et.al., 1997).

Inadequate facilities

While the ECS study highlights inadequate facilities as a charter school dilemma, so, too, does nearly every other study. In large measure, where facilities are inadequate this is the result of insufficient dollars being available to enable charter schools to obtain adequate space. The Hudson Institute found that facilities is a problem that only grows worse with time, especially for charter schools that are eager to grow and expand. In the Hudson survey, fewer than one in four respondents indicates that charter school facilities are adequate (Finn et.al., 1997). In the federal study, more than a third of charter schools operators (35%) cite inadequate facilities as a drawback (RPP, 1997).

Governance, Management, and Staffing

Running a charter school is not unlike operating a small business. In the case of a charter, successful operation requires both business acumen and educational expertise. One or the other is often in short supply (Millot, 1996; Bierlein, 1996; Finn et.al., 1997). Moreover, the needs of the school change as the school matures, and the person who initiated the charter is not necessarily the best person to implement the program and maintain its viability (Finn et.al., 1997). But charter schools sometimes have difficulty recognizing the managerial skills they need and finding the right person for the job. Or schools may look for a conventional manager rather than a charter school leader.

Wohlstetter found that leaders of charter schools are entrepreneurs; they seek opportunities and then make the most of them. They also have an "outlaw mentality." In trying to create a different kind of school, these individuals maintain an "us against them" demeanor. While this stance can have its own problems, for example in instances when it is necessary to cooperate with district authorities, the attitude can also make a charter school leader a fierce defender of the school and an individual who creatively solves problems rather than someone who is stymied by them (Wohlstetter, 1997).

Governance problems manifest themselves as conflicts between the school's governing board and its staff (Finn et.al., 1997). These difficulties are often the result of unclear, or unclearly stated, goals and expectations as well as muddy autonomy. Where the statute is not specific about the areas over which a charter has authority, and the charter is not specific about who makes decisions and how, problems are likely to ensue.[13]

In terms of staffing, charter schools have faced the dilemma of staff shortages or being unable adequately to "match" the school's needs with the interests and talents of available personnel (Finn et.al., 1997). Several researchers have suggested that charter schools' problems would ease if the schools were not obligated to hire credentialed teachers.

Millot asserts that "student performance should be the 'test' of teacher qualifications" (Millot, 1996). The Hudson study similarly maintains that a charter school needs the "freedom to hire the people it wants, without regard to certification, seniority, and other conventional constraints" (Finn et.al., 1997).

No study has yet compared charter schools that employ licensed teachers with those that do not. However, it is interesting to note that in the federal study, "teacher certification requirements" are cited by only 4 percent of charter school operators as a problem.[14]

Planning, Curriculum, and Program

Lack of sufficient time to plan and implement a coherent educational program is another dilemma faced by charter schools. In the federal study, lack of time to plan is cited by nearly half (42%) of charter school operators as a barrier to a successful program (RPP,

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[13] Of course, another problem might be that both the law and the charter are clear about lines of authority, but the school is given too little autonomy to operate successfully.

[14] It is not possible to know from the available data how many of the charter school operators interviewed are from states that do not require certified teachers in charter schools, and how many of the schools are—or are not—employing licensed teachers.

1997). The Hudson Institute study likewise found planning time to be a problem (Finn et.al., 1997).

Wohlstetter expanded this category to include the dilemma of finding adequate time for professional development. She found that charter schools do not engage much in ongoing education for their staffs, and that professional development is not "present at the levels typically observed in high performing schools. (Wohlstetter, 1997). This finding is corroborated by the results of the Minnesota research which concluded that opportunities for professional growth are "about the same" in Minnesota charter schools as in other public schools in the state (Center for Applied Research and Educational Improvement, 1996).

Wohlstetter also found that charter schools are caught up in the "make versus buy" fix, spending much time, energy—and money—reinventing the instructional material wheel, rather than equipping their staffs to use good available materials efficiently and effectively (Wohlstetter, 1997).

Political Opposition

Political opposition to charters can also be a barrier. The Hudson Institute cites it as a key deterrent to the spread of charters (Finn et.al., 1997; Vanourek et.al. 1997). The federal study reports that "political resistance" is cited by nearly half of charter school operators (44%) as a problem. When asked the source of this opposition, 25 percent of respondents to the federal survey cite school boards; 15 percent name unions (RPP, 1997).

Opposition may reveal itself in subtle ways. For example, several state laws have no appeal process for a rejected charter application. It may be that the lack of appeal was intended as a way to control the approving authority and restrict the number, or types, of charters. Several researchers have suggested that the lay of the charter land might be quite different were more appeals from charter denials possible (Millot, 1997; Finn et.al., 1997).

Inadequate Technical Assistance

Few states (or districts) offer technical assistance to charter schools in either the start-up or operational phase. Such assistance is often needed to develop a proposal, prepare an acceptable charter, handle start-up details, and develop policies and procedures so that the school can run smoothly. In the absence of such technical assistance, the number and scope of potential charter school operators is restricted (Dianda and Corwin, 1994; Millot, 1997).

Additional "Second Generation" Problems

The Hudson Institute study distinguishes between what it characterizes as "first generation" and "second generation" problems, in other words new charters versus those schools that have been in operation for a while. The first generation issues are primarily those already cited in this chapter, though Hudson also alludes to enrollment difficulties—too many students or too few, students with needs and problems the school did not originally anticipate, and the like.

Second generation difficulties highlight the dilemmas of a maturing school program:

- Meager facilities seem more oppressive, with no relief in sight.
- Staffs begin to show signs of burn-out.
- There is increasing to pressure to expand too far too fast.
- Governance problems, including bumpy relations with the local school district, continue.

Of particular interest, perhaps, is the fledgling development of a "charter school establishment." Charter schools begin to turn into their own vested interest, thus muting any salutary effect they may have on other public schools in the surrounding district (Finn et.al., 1997).

HOW DO ISSUES OF AUTONOMY AND ACCOUNTABILITY PLAY OUT?

The *sine qua non* of charter schools is the basic bargain of autonomy for accountability. Charters are granted operating freedom in exchange for being held responsible for the results of their efforts. What has the research shown thus far about ways in which autonomy and accountability interact?

Wohlstetter, Millot, and the Hudson Institute researchers agree substantially on requirements for charter school autonomy. All cite: 1) independent legal status, separate from the surrounding school district; 2) blanket waiver of rules, regulations, and statutes, as opposed to case-by-case decision by an approving authority about such waivers; 3) self-governance, including decision making authority over matters such as budget, personnel, and curriculum; and 4) direct funding from the state, rather than dollars "negotiated" with a local school district (Millot, 1997; Wohlstetter, 1997; Finn et.al., 1997).

Dependent generally on state statute, charters are granted various degrees of autonomy. Autonomy carries with it its own trade-offs. For example, Wohlstetter found that charter schools with greater autonomy from their local school districts are "more consumed by managerial decisions" (Wohlstetter, 1997). In other words, they spend more time than do charter schools with lesser decision making authority worrying over matters such as state and federal policies, day-to-day budget issues, food and custodial services, insurance, substitutes, and transportation, and have less time to devote to the critical issues of teaching and learning.

On the matter of accountability, the researchers cited above report that the requisite conditions are: 1) a clear mission statement, 2) clear goals or standards of student performance, 3) means by which to measure achievement outcomes, and 4) demonstrated responsible use of public funds (Millot, 1997; Wohlstetter, 1997; Finn et.al., 1997). Ensuring accountability has been something of a sticky wicket for charter schools, their sponsoring agencies, and their states.

Wohlstetter found that a charter school's mission "serve[s] as the touchstone in sustaining energy and involvement among the charter school community." However, she found, "many [school] missions are quite broad, [and] not easy to translate into specific curriculum, pedagogy, or assessment decisions" (Wohlstetter, 1997).

These researchers, and others, also have found that charters have as much difficulty as other public schools in establishing measurable student performance standards and developing appropriate indicator systems to assess school "success" (Bierlein, 1996; Millot, 1997; Wohlstetter, 1997; Finn et.al., 1997). One dilemma noted is that where charters have opted to use state standardized tests, they have often found these tests do not accurately or adequately measure what students in the charters know and are able to do. Yet, other assessment means (e.g., portfolios of student work) are sufficiently new that their reliability is not thoroughly proven (Finn et.al., 1996; Wohlstetter, 1997).

The Colorado study specifically cites the dilemma of reconciling the tension between charter school accountability and *state level* efforts to evaluate the progress of charters, especially on a comparative basis. Each charter school in Colorado is able to set its own performance goals and plan for assessing and reporting students' academic progress (all of which must be approved by the sponsoring school district). Some schools submit performance standards and measurable objectives that are quite specific; others rely on more amorphous standards and measures (Clayton Foundation, 1998). The extent to which performance goals and assessments can be standardized without jeopardizing charter schools' autonomy remains an unanswered question in Colorado—and elsewhere.

In addition, states have not been forthright about insisting that charters maintain standards of accountability (Powell, Backorby, March, et.al., 1997). The Hudson Institute found that, "Not a single state [has] creat[ed] and implement[ed] a systematic strategy for evaluating charters along [accountability] lines" (Finn et.al., 1996).

The Hudson Institute researchers put the autonomy-accountability dilemma this way:

Charter schools must be accountable for results but not overburdened by red tape. If the accountability system is too onerous, it may deflect the school's leadership from the pursuit of sound teaching and learning. If it is too prescriptive, forcing everything into familiar categories of conventional schooling, it may constrain the school's ability to do things differently. ... If it is too flexible in allowing each school to define its own terms, it may provide no basis for needed comparisons (Manno et.al., 1997).

PATTERNS FROM THE LITERATURE

What can we preliminarily posit from a review of the literature and research on charter schools? Six conclusions seem reasonable to draw:

1. State charter statutes are significant. Their provisions often provide the outline for charter schools in terms of program scope, accountability obligations, degree of autonomy, and the nature of employer-employee relations.

2. Charter schools, overall, serve a diverse student population, regardless of the defining dimensions of diversity—race and ethnicity, special needs (e.g., limited-English-proficient, special education), or family wealth. But few studies have disaggregated data on diversity down to the district level.

3. Students and parents are well pleased with their choice of education option.

4. Teachers, most of whom have come form other public schools, are satisfied with their work environment.

5. Unions are not much of a presence in charter schools. While in some studies, teachers' unions or associations are cited as an obstacle to the establishment of charters, from teachers' perspective, unions are fairly invisible.

6. The jury is still out regarding the degree, if any, to which charter schools will boost student achievement. Importantly, this issue is compounded by surprisingly weak, or weakly enforced, accountability systems.

Charter schools are still a new education phenomenon. What is known about them is often sketchy, or preliminary, and drawn from relatively small study samples. Clearly there are both promises to be realized and dilemmas to be confronted.

We turn now (following the list of references for this chapter) to the results of a survey of charter school teachers.

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CHAPTER THREE

From the Teachers' Perspective: Results of a Charter School Survey

This chapter presents the results of a survey of a sample of charter school teachers in selected states.[15] The way in which the sample of teachers was selected, the rate of return, the questions that composed the survey, and the "raw" results (including aggregate responses, state-by-state results, and cross-tabulations) can be found in Appendices A and B of this report.

Readers are urged to approach this chapter bearing in mind an important caveat. These survey results represent descriptive statistics. They display *emerging patterns and trends*. Given the variable nature of response rates, and the fact that this is the first published survey of its kind, we caution readers against using these data to draw hard and fast conclusions about charter school teachers.

It is important to understand, for example, that:

1. For some states, the sample of teachers was quite small. This survey was limited to teachers in charter schools that have been open for at least two years. For some of the survey states, this is quite a small number.

2. Some states had unaccountably lower response rates *despite* efforts to secure more completed surveys from teachers in these states.

3. Not every respondent answered every question.

4. Only six teachers from charter schools run by for-profit organizations returned completed surveys. While this is, indeed, a very small absolute number, it's estimated that, as of 1997-98, just 7 percent of charter schools throughout the United States were operated by for-profits. An even smaller percentage of for-profit charters have been open for at least two years. Thus, this small number of returned surveys from teachers in for-profit charters may, in fact, be proportionally valid.

Again, readers seeking more information regarding sample selection and return rates for completed surveys are encouraged to review Appendices A and B.

Survey results are organized around several broad topics including a profile of charter school teachers and their schools, a description of the teachers' working conditions, and teachers' perceptions regarding the extent to which they exercise decision making authority over school operations and essential education matters which fundamentally influence the learning environment.

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[15] The states from which the survey sample were selected are Arizona, California, Colorado, Georgia, Massachusetts, Michigan, Minnesota, and Wisconsin.

TEACHER PROFILE

Who are the people who teach in charter schools, and why do they choose this employment setting?

Race and Ethnicity

Most charter school teachers are female and white, mirroring the national demographic profile of public school teachers.[16] While about a quarter of the respondents did not identify their race/ethnicity or gender, of those who did respond, 80 percent (80%) are female. Nearly 90 percent of survey respondents (89%) are Caucasian. Of the remaining 10 percent of the teachers, approximately 3 percent (3%) are African American, 2 percent (2%) are Asian, 4 percent (4%) are Hispanic, and 2 percent (2%) identify themselves as "other." These findings generally hold across states.[17]

Experience and Credentials

Charter school teachers are an experienced lot, and most have come to charters from other public schools. Slightly more than a quarter of survey respondents (27%) have more than 15 years teaching experience, and another almost half (43%) have taught between 5 and 15 years. Just about 30 percent (30%) have taught for four years or less. The states which appear to have the least experienced teaching cadre are Massachusetts and Michigan, each with 46 percent of survey respondents have taught four or fewer years; and Minnesota, where more than half the teachers (51%) have four or fewer years of teaching experience.

Of the nearly 90 percent of teachers (87%) who had taught before coming to a charter school, more than half (60%) taught in other public schools. This finding holds across states, with some states—California (65%), Michigan (77%), and Wisconsin (80%) having even higher concentrations of teachers who previously taught in other public schools.

Nearly a fifth of the survey respondents (18%) have experience in both public and private schools. Only 9 percent (9%) formerly taught in private schools.

Among teachers in new start-ups, more than half (55%) previously taught in other public schools, a quarter (27%) have a combination of public and private school teaching experience, and just 8 percent had no teaching experience prior to coming to the charter school. Among teachers in public conversions, 70 percent have taught in other public schools, 10 percent have private or combination public/private experience, and nearly a fifth (19%) have no teaching experience at all. Among survey respondents who are in for-profit charters, more than two thirds (67%) have teaching experience in other public schools, 17 percent have both public and private school teaching experience, and 17 percent had never taught at all before becoming charter school instructors.[18]

Nearly all of the survey respondents (93%) hold current teaching credentials. Moreover, the vast majority (91%) are teaching in the subject(s) or grade level(s) for which they are licensed. These results, too, hold across states and across types of charter schools. This finding is particularly significant given that in the two states with the largest number of charter schools—California and Arizona—charter teachers were not, at the time of the survey, required to be licensed.[19]

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[16] Unless otherwise noted, national statistics for this chapter are derived from *America's Teachers: Profile of a Profession, 1993-94*, report of the National Center for Education Statistics, Washington, D.C.: U.S. Department of Education.

[17] As a point of comparison, about three-quarters of public school teachers in the United States (75%) are female. Nearly 90 percent of teachers (87.3%) are white, nearly 7 percent (6.7%) are African-American, just above 1 percent (1.1%) are Asian, and 4 percent (4.1%) are Hispanic.

[18] The "never taught" number does not necessarily mean that these teachers have no teacher preparation. Some may have completed teacher training and the charter position may be their first teaching job

Union or Association Membership

Approximately one-quarter of the survey respondents did not answer the question regarding union or association membership. Of those who did respond, almost half (47%) are members of a teachers' union or association.

State-by-state analysis, however, reveals various patterns of union and association membership. In Wisconsin and Georgia, all of the survey respondents say they belong to a union or association, as do 75 percent of the California teachers. In Massachusetts, none do. Among Arizona and Colorado respondents, 90 percent say they do not belong to a teachers' union or association; nearly as many Minnesota teachers (88%) give this same response.

Why They Teach in a Charter School

Teachers were asked why they chose to teach in a charter school. Respondents could select more than one answer to this question.

More than three-fifths (61%) cite "the freedom to teach the way I want" and another third (34%) point to freedom from school district rules and regulations. For 14 percent of the teachers, "freedom to teach the way I want" also means no union involvement in the school.

The narrative responses of the teachers who selected "freedom to teach the way I want" are telling. For those teachers who chose to explain more about their response, several indicated that they are pleased to be in charters which cater to at-risk students who were not succeeding in regular public schools. A few pointed to other kinds of "targeted" schools, such as those geared to low income or limited-English-proficient students.

It should also be noted that several teachers wrote that their school has recently converted to charter status. They had not specifically opted, they said, to teach in a charter, but when their school became a charter, they chose to remain there. Several others indicated that the position in the charter school was the only teaching opening they could find. Still others cited reasons such as, "the quality of the teaching staff," the school "mirrors my educational philosophy," or "high level of parental involvement" as the reasons they chose their current teaching assignment.

For Arizona (69%), Colorado (70%), Georgia (100%), Michigan (69%), Minnesota (88%), and Wisconsin teachers (80%), "freedom to teach the way I want" is particularly compelling. "Freedom from school district rules and regulations" ranks especially high with teachers in Massachusetts (53%) and Minnesota (63%).

Less violence (27.0%) and "being able to teach the kinds of students I want" (22%) are other common responses. "Less violence" is a factor for nearly half the Arizona teachers (48%) and "being able to teach the kinds of students I want" was a factor for 60 percent of Wisconsin teachers.

Very few teachers (3%) indicate they teach in a charter school because of the teachers' union or association involvement in the school. However, nearly one-fifth of teachers (17%) cite "no teacher union or association involvement" as one of the reasons for selecting a charter school. "No union involvement" is cited most often by teachers in Michigan (38%) and Colorado and Minnesota (25% each).

Nearly three out of four teachers (72%) indicate that they would choose to teach in a charter school if they "had it to do over again." Massachusetts teachers are less sure. Fewer than half (47%) say they would choose a charter school again (20% say "no" and a third, or 33%, are undecided).

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[19] California's charter statute, amended in May 1998, now requires that charter school teachers be credentialed.

SCHOOL PROFILE

What do the charter schools at which these teachers teach look like? Did they have previous "lives"? How were they begun and how are they organized?

How Did the School Begin?

Slightly more than half the teachers who responded to the survey (51%) teach in schools that did not previously exist (new start-ups). Another nearly 40 percent (39%) teach in converted public schools. The remaining nearly 10 percent (10%) are split among converted private, for-profit, and home schools.

These figures vary significantly by state. All of the respondents from Minnesota and Michigan say their schools are new start-ups. High percentages of teachers in Colorado (98%), Arizona (81%), and Massachusetts (73%) also teach in schools that did not previously exist. Teachers in private schools that converted to charter status and teachers in for-profit schools are a quite small portion of the respondent pool. Nonetheless, it is worth pointing out that a quarter of Michigan respondents (25%) say they teach in charters that were formerly private schools; slightly more than a quarter of Massachusetts teachers (27%) are in charters run by for-profit organizations.[20]

Survey respondents were given the choice to select multiple responses to describe who initiated and developed their school. Nearly all are in schools begun by teachers, administrators, parents, or some combination of these.

About a quarter of the teachers (24%) work in schools that were begun by principals. Another 20 percent each teach in schools initiated by teachers (21%) and parents (21%). Nearly a quarter (24%) work in schools that were begun by a coalition of teachers and parents. The remaining 12 percent of teachers are in charter schools initiated by a combination of administrators, teachers, and parents. Just under 6 percent teach in schools initiated by private entrepreneurs.

State-by-state breakouts on this question generally mirror the aggregate responses. There are, however, a few notable differences. Nearly one-third of California teachers (32%) say their school was initiated by teachers and an approximately equal number of teachers (35%) say their school was begun by a principal. Only 13 percent of California teachers report that parents began their charter school. The state in which the largest proportion of teachers indicates that their school was started by private entrepreneurs is Massachusetts, where 40 percent (40%) say private interests launched their school.

Location, Size, and Grade Configuration

Nearly 40 percent of the teachers who responded to this survey (39%) teach in urban charter schools. Nearly an equal number (39%) teach in suburban schools. The remaining quarter (22%) are in rural schools. Wisconsin (80%), Minnesota (75%), and Massachusetts (60%) have the highest percentage of urban charters. Michigan has the lowest percent of urban charter schools (31%), but the highest (54%) of rural charters.

A slight majority of teachers (56%) is in small schools, those with fewer than 400 students. Nearly half teach in schools with more than 400 students. The largest number of these larger schools is in California, where more than two-thirds of the teachers (68%) teach in schools with more than 400 students.

Just slightly more than one-half of the teachers (53%) say they teach in schools with traditional grade configurations. Of the total survey respondents, nearly a third (31%) are in elementary schools (kindergarten through grade five), under 10 percent (7%) teach in middle or junior high schools (grades 6-8), and 15 percent (15%) teach in high schools (grades 9-12).

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[20] The Massachusetts charter law precludes private schools from converting to charter status. The law also prohibits for-profits from initiating charters. It does not, however, prevent chartering agents from contracting with for-profit organizations to run charter schools.

Another 13 percent (13%) teach in schools that encompass grades kindergarten through 12. The remaining nearly 10 percent (8%) of the teachers teach in schools that have combined middle school with high school (grades 5 or 6–12). One quarter of the teachers (26%) are in schools with grades K–8 (or 9 or 10). A number of teachers indicated that their schools are adding grade levels gradually as the school increases its capacity to serve additional students.

Student Population

Seventy percent of teachers (70%) indicate that their schools serve a student population that is racially and ethnically diverse. Nearly half of the teachers' schools (44%) have programs to serve limited- and non-English-speaking students; nearly three-quarters (72%) can accommodate special education students.[21]

Not surprisingly, in California, where nearly one in four students is an English language learner, charters are most likely to serve limited-English-proficient students. Nearly two-thirds of survey respondents (62%) report that their school offers services for students who are learning English.[22]

Curricular Programs and Measures of Student Achievement

Charter schools offer a variety of curricular programs. Nearly 40 percent of survey respondents (39%) indicate that the program at their school emphasizes a specific subject or focus such as mathematics, science, technology, the performing arts, or school-to-career. Fifteen percent (15%) say their school's program is based on a nationally known program, with Core Knowledge being the most commonly identified of these. Somewhat more than a quarter (28%) say that their school emphasizes basic skills.

Individual states reflect particular curricular patterns. Forty percent of survey respondents (40%) each from Wisconsin and Georgia say their school focuses on a specific subject area. Half of the Minnesota teachers report their school centers on basic skills.

Most teachers (97%) say that their school has established measurable goals for student achievement and that these goals (where they exist) determine how and what is taught. This finding should, however, be viewed with some caution until there is a clearer picture of what these "measurable goals" might be and a better understanding of the ways in which they shape teaching practice.

When asked who decides the measures of student achievement that are used, respondents have a variety of answers. A majority (52%) indicated that teachers make the decision, about a third (35%) say that the school administration or school governing board decides, and a fifth (18%) report that the district school board establishes student achievement measures. A third of the teachers (33%) in schools run by for-profits do not know the answer to this question, and another third (33%) indicate "other" as a response, which may mean that the for-profit company itself determines the measures of student achievement.

On this dimension, some interstate differences are observable. Only about a third of teachers in Minnesota (38%) say teachers make the decision which establishes student achievement measures, but half the teachers from this state (50%) say school administrators make this decision. In Colorado, more than two-thirds of teachers (68%) report that the school's governing board determines student achievement measures.

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[21] The figures reported do not indicate the relative percentages of diverse students who attend each school. They merely indicate the percentage of teachers who say their schools serve these populations.

[22] Same caution as offered in footnote 21.

Nearly two-thirds of teachers (66%) say that student achievement is measured by a combination of scores on standardized tests and portfolios of student work. This pattern holds generally across states and types of schools. However, for-profits seem to lean more heavily on standardized tests and rely less on student portfolios.

About 20 percent of teachers (21%) say test scores are the sole measure of student achievement, with another nearly 20 percent (19%) indicating that portfolios of student work exclusively are used to gauge student learning. Exclusive use of portfolios is highest in Michigan (46%) and Wisconsin (40%). Other strategies for student assessment employed by charter schools include results of project-based instruction, performance tasks, and reviews of student work by others including parents, students, and community members.

Contract Services

In order to provide some of the services that would normally be supplied as a matter of course by a school district, many charter schools, say their teachers, contract with a variety of entities. The most common source of contract services is the local (sometimes the sponsoring) public school district.

Slightly more than half the survey respondents (57%) report that their school contracts for services with their "home" or neighboring school district. This holds for new start-ups, public conversions, and for-profits. Another one-quarter of the teachers (27%) say their school contracts with private businesses or organizations. About 17 percent (17%) report their school has contracts with other public agencies for some services. Among survey respondents in charter schools run by for-profits, more than two-thirds (67%) say their school contracts with private organizations.

These responses are somewhat variable by state. For example, 85 percent of the Colorado teachers say their school contracts with the local school district for some services, as do 60 percent of the teachers in Wisconsin and 62 percent in California. Just 21 percent of teachers in Arizona indicate that their school contracts with the local district. More than half the teachers in Minnesota (54%) report that their school contracts with other public agencies for some services.

Arizona has the highest percentage of teachers (52%) reporting that their school uses private businesses or organizations to provide some school services. No Wisconsin teacher reports that his or her school contracts with private agencies.

The services provided by contract range from special education and bilingual education to student transportation and food services. Charter schools also contract for the services of specialists, such as occupational therapists and social workers, as well as financial and management assistance.

TEACHERS' WORKING CONDITIONS

This section uses survey results to begin to sketch the pattern of charter school teachers' conditions of employment.

Written Agreements

In what kinds of written agreements are charter school teachers' working conditions specified?

Collectively Bargained Contracts and Contract Waivers

A slight majority of teachers (54%) indicate that they are covered by the same contract as other teachers in their school district, but nearly half (44%) say they are not covered by the contract. The remainder do not know.[23]

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[23] It is important to note here that not all charter schools "belong" to a school district. Thus, it is possible that many of the teachers who are not covered by a districtwide contract are also not part of a district.

It is interesting to note the relatively large percentage of teachers whose working conditions are enunciated in a contract in light of the finding (reported later in this chapter) that just a quarter of teachers think the local teachers' union or association is actively involved in helping to establish the school's working conditions and defining operating rules.

Among teachers in public conversion charters, 85 percent say they are covered by a districtwide contract. That number drops to 29 percent among teachers in new start-ups.[24]

More than three-quarters of the California teachers (76%)[25] and all of the Georgia and Wisconsin teachers who responded to this survey say they are covered by the same contract as other teachers in their district. At the other end of the spectrum, nearly all the teachers in Colorado (98%) and large majorities in Massachusetts (67%)[26] and Minnesota (63%) report they are not part of a districtwide collective bargaining agreement.

Of those teachers covered by the district contract, nearly 40 percent (38%) say they are allowed to waive provisions of that agreement to accommodate special conditions at their school. A nearly equal number (40%) respond that they do not know if contract waivers are allowed. The remaining slightly more than 20 percent (22.8%) say waivers are not allowed.

Among contract provisions survey respondents say have been waived are those covering the number of salaried hours per day, salary and benefit levels, tenure, hiring procedures (specifically, waiving seniority for purposes of teacher assignment to a school), and certification (or licensing) requirements.

Among Massachusetts teachers, half (50%) say they are not allowed to waive contract provisions.[27] All the survey respondents from Minnesota and nearly three-quarters (71%) from Arizona[28] say they do not know if contract waivers are allowed.

In response to a question about whether waiver requests are generally approved or denied, just above three-quarters of respondents (75%) say they do not know. This patterns holds across states. The remaining responses to this question are nearly evenly divided between waiver requests generally granted (13%) and requests generally denied (12%).

School-wide and Individual Agreements

Nearly half of the respondents (46%) claim that working conditions are spelled out in school-wide agreements. This response should be viewed with caution as it is possible that some teachers confused the district level contract or the charter itself with a school-based working conditions agreement. However, on the narrative portion of the survey, several teachers are quite specific about how their school-wide agreement was reached. Most who wrote on this issue said that the agreement at their school was developed jointly by teachers and the school administration or by teachers and the school's governing board.

Nearly 40 percent of the respondents (40%) say they do not have a school-wide working conditions agreement and another 20 percent (20%) do not know whether such an agreement exists.

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[24] A word of caution here: new start-ups may be *independent* of a school district. Their teachers, therefore, may have neither reason nor opportunity to be part of a districtwide contract.

[25] California law allows, but does not require, teachers in conversion charters to be covered by the district contract.

[26] Massachusetts law allows charter school teachers to bargain, but requires that they be in separate bargaining units from other teachers in the district.

[27] Given that Massachusetts teachers, if they bargain, must have contracts separate from the districtwide agreement, this result may be most revealing about the level of knowledge charter teachers in that state have about bargaining and contract issues.

[28] Arizona does not have a collective bargaining law. Nonetheless, many districts negotiate agreements that cover teachers' working conditions.

Among teachers in new start-ups, nearly half who responded to the survey (46%) say their school has a school-based working conditions agreement. Among teachers in public conversions, about an equal percentage (48%) responded this same way.

In terms of individual contracts which enumerate conditions of employment, nearly 40 percent of the charter school teachers (38%) say they have such an agreement.[29] This number jumps to 75 percent among Wisconsin survey respondents. Nearly half of all the teachers (47%) say they are covered by no such agreement. The remainder (15%) do not know whether an individual agreement delineates their working conditions.

Nearly half the teachers in new start-ups (49%) report that their working conditions are spelled out in individual agreements. Only one-quarter of teachers in public conversion charters (25%) say they have such agreements. Among teachers in for-profits who responded to this question, half (50%) say they have individual agreements and half (50%) say they do not.

We turn now to some of the actual conditions of employment.

Teacher Evaluation

Teacher evaluation in charter schools seems to follow a conventional path. Most teachers (76%) say they are evaluated by the school principal. This holds across states and types of schools, and is an even firmer pattern in Massachusetts and Michigan as well as in for-profits in all of the states. In these instances, nearly all charter teachers report the principal conducts their evaluations.

One-fifth of charter teachers (21%) indicate that they are evaluated by their peers. Among Minnesota respondents, half (50%) say peer evaluation prevails. One-quarter of teachers (24%) say evaluation is conducted by individuals such as parents, governing board members, community members, or themselves (as part of a self-evaluation process).[30]

Teachers were asked what action is taken when a faculty member at their school receives a poor evaluation. They could select multiple responses to this question.

The vast majority (77%) indicate that a teacher who receives a poor evaluation is offered assistance to improve. This pattern, too, holds across states. Among charter respondents in for-profits, just half (50%) say a teacher who receives a poor evaluation is offered help.

Just above fifteen percent (16%) responded that a poor evaluation results in the teacher losing his or her job. This number rises in Minnesota where half the survey respondents (50%) report that a poor evaluation means termination. Another nearly 10 percent of charter teachers (9%) say that a poor evaluation carries no consequences.

Voluntary Transfers

Nearly half of the teachers (49%) indicated that no procedure exists for unhappy teachers to transfer to another school.[31] Slightly more than a third of the teachers (36%) say a transfer procedure is in place. The remaining 15 percent do not know.

It is interesting to look at the response to this question in terms of teachers who are covered by districtwide contracts versus those who are not, and teachers in various sorts of charters (e.g., conversions and new start-ups). While it might be expected that nearly all teachers covered by a districtwide contract would have transfer rights, only somewhat above half (59%) of survey respondents say this is the case. Among teachers in public conversions, slightly less than two-thirds (63%) report that there is a procedure for them to transfer to another school.

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[29] What cannot be determined from these responses is the nature of the individual employment contract—whether, for example, it is an "at-will" agreement or some other sort of document.

[30] Please note that these figures total more than 100 percent as some respondents selected more than one answer.

[31] This figure should be viewed with some caution as teachers in charters which are independent from school districts have no transfer options by virtue of not being part of a system of schools.

Among teachers in new start-ups, about that same percentage (66%) say they have is no transfer mechanism. Respondents from for-profit charters, by a three to two margin (60%), say they have no means to transfer to a different school, but a fifth of these teachers (20%) say they do not know if a transfer procedure exists.[32]

State-by-state differences are also noticeable. Large majorities of teachers in Arizona (79%), Colorado (75%), Massachusetts (80%), Michigan (85%), and Minnesota (75%) report that if they are unhappy at their school, they have no transfer option.

Job Security

Only a third of the teachers who responded to this survey (34%) say they hold tenure. Of those without tenure (more than 60 percent of all respondents), about a third (30%) feel that they have job security. This response varies by type of school. Most respondents in for-profits (83%), none of whom has tenure, do *not* feel secure in their jobs. Among teachers in new start-ups who say they do not have tenure, more than half (59%) also report they do not have job security. Among teachers in public conversions who do not have tenure, the answer is more mixed. Somewhat more than a third (39%) say they do have job security; 44 percent say they do not.

When asked about the nature of non-tenure job security, several teachers indicate that their schools are "performance-based," and that they believe that if they receive positive teaching evaluations and "do a good job," their positions are secure.

The percent of teachers who have tenure is highest among those in public conversions where more than two thirds of the survey respondents (69%) report they hold tenure. Among teachers in new start-ups, just 10 percent (10%) say they have tenure. This number should be viewed with some caution. New start-ups tend to hire less experienced teachers. Not having tenure *now* may be different from not being able to achieve tenure *sometime in the future*.

Not surprisingly, more than 90 percent of teachers (91%) with less than two years teaching experience do not have tenure.[33] The highest percentage of teachers with tenure, as would be expected, is among teachers with more than 15 years experience. However, even among this group, only slightly more than half (54%) say they have tenure. For teachers with between 5 and 15 years of experience, just above a third (35%) report having tenure. Just 16 percent of teachers with 2 to 4 years experience have tenure.

Most Arizona (93%), Colorado (95%), Massachusetts (100%), Michigan (77%,) and Minnesota (100%) charter respondents say they do not have tenure in their positions. Most California (59%)[34], Georgia (80%), and Wisconsin (60%) teachers say they do. Among teachers without tenure, those who feel most secure in their jobs are in Wisconsin (67%), Georgia (50%), and California (44%).

As might be expected, the proportion of teachers with tenure is highest among teachers covered by a districtwide collective bargaining agreement. Nearly two-thirds of teachers in this category (61%) report they have tenure. More than 90 percent (91%) of teachers who are not covered by a districtwide contract do not have tenure.

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[32] Some for-profit companies which run charter schools are beginning to establish means by which teachers in one company-run school can transfer to another company-run school.

[33] Tenure typically is achieved after two or three years of successful teaching, as specified in state law.

[34] California charter school teachers can achieve tenure. Such a provision must be part of their school's charter.

Salaries and Benefits

Most teachers report that salaries at their charter schools are commensurate with their previous teaching positions. Nearly a third of teachers (30%) say their salaries are higher at the charter school than they were in their previous teaching positions. Nearly half (50%) indicated that their salaries are about the same. Twenty percent (20%) say they have taken a salary cut over their previous pay level.[35]

Among teachers in new start-ups, nearly a third (29%) say their salaries are lower, but the same percent say they are higher. Among teachers in public conversions, a third (33%) report higher salaries; 2 percent report lower pay. Among teachers in charters run by for-profits, half (50%) say their salaries are higher than in their previous positions and half (50%) say they are lower.

Some state-by-state differences are evident. Half the Massachusetts teachers who answered this question say their salaries are higher than in their previous positions, and a third (33%) say they are lower. Likewise, a third each (36%) of the Colorado and Michigan teachers and 40 percent of the Minnesota teachers who responded to this question report lower salaries than at their previous schools.[36]

Nearly a third of the teachers (30%) earn between $20,000 and $29,000, another third (31%) earn between $30,000 and $37,000, and another third (34%) have annual salaries higher than $37,000. Just 4 percent of the teachers (4%) earn less than $20,000 a year. Salaries generally follow years of experience; the more experience, the higher the salary.

Fringe benefits and retirement plans do not seem to be an issue for charter school teachers. Nearly all respondents (96%) say they have fringe benefits and the vast majority (87%) have retirement plans to which their employer contributes. This pattern holds generally across states, except in Massachusetts where more than half the teachers (53%) and Arizona where a quarter of the teachers (24%) say they do not have employer-contributed retirement plans.

Class Size

Many of the teachers who responded teach in classes that are relatively small. More than 40 percent (42%) have classes of between 16 and 20 students. Among elementary teachers, more than half (59%) report their classes are this size.

More than a third of charter teachers (36%) teach in classes of between 21 and 30 students. Just above 10 percent (12%) have classes larger than 30 students. Interestingly, middle or junior high school teachers report the largest classes, with nearly half (47%) saying their classes average more than 30 students.

Very small classes seem rare. Fewer than 10 percent of teachers (7%) teach in classes of between 10 and 15 students. Only a few (4%) have classes of fewer than 10 students. This pattern holds generally across the states (except in Minnesota where a quarter of the teachers report teaching in these very small classes).

Length of the School Year

The majority of teachers (56%) have between 171 and 182 paid school days. Somewhat more than a third (40%) work in schools with annual operating calendars longer than

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[35] It should be noted that 97 teachers declined to answer the question about comparative salaries.

[36] Response rates to this particular question were quite low, owing, perhaps, to the number of charter teachers who do not have previous teaching experience.

182 days. Five percent (5%) work in schools that operate for 170 or fewer days per year.

It is interesting to note that half the teachers who report having more than 182 annual paid days also say the salary at their charter school is lower than it was in their previous teaching assignment.

The state-by-state breakout displays a slightly different pattern. In Colorado (56%), Georgia (60%), Massachusetts (73%), and Wisconsin (80%), majorities of survey respondents report working more than a 182-day year.

Planning Time and Professional Development

Nearly all teachers (90%) indicate that their school has established a means for faculty to discuss issues central to the operation of the school. Most say they have time during the school year for professional development (88%), are able to decide what kind of professional development they need (81%)[37], and have money set aside for professional development (85%). This pattern generally holds across states and types of schools, except that just 40 percent of the teachers in for-profits report that they can decide the nature of professional development.

Most teachers (55%) report that the majority of professional development takes place at their school. There are interstate differences here, however. Arizona teachers split evenly between those who say professional development takes place at their school (52%) and those who disagree with this statement (48%). More than half the teachers each in Colorado (55%), Michigan (69%), Minnesota (50%), and Wisconsin (60%) report that the majority of staff development does not take place at their school site.

Two-thirds of teachers (66%) also report that they participate in professional development with other teachers in their school district. However, most Arizona and Massachusetts teachers (67% and 53%, respectively) say there is no staff development with teachers from other schools.

Time is available in slightly less than half the schools (44%) for teachers to deal with staff conflicts or disagreements, the kinds of tensions that might arise in new schools in which teachers have new responsibilities.

Union or Association Involvement

Teacher unions and associations are perceived by charter teachers to have quite modest, if any, involvement in their schools. Just one-quarter of teachers (24%) indicate that the local teachers' union or association is actively involved in establishing teacher working conditions and school operating rules. Nearly seven in ten teachers (68%) say there is no local union or association involvement. The remaining nearly 10 percent (8%) do not know the extent, if any, to which the local union or association influences teachers' terms and conditions of employment or school operating rules and procedures.

Among teachers in new start-ups, nearly 90 percent (89%) say the local union or association is not involved in their school. Among teachers in public conversions, just above half (55%) say there is some involvement of the union or association. No teachers in for-profit charters who responded to this survey say a union or association is involved in their school.

In examining the state-by-state responses to this question, it is interesting to note that in California (44%) and Wisconsin (40%) higher proportions of teachers say the local union or association is involved in their schools. Teachers perceive the least union or association involvement in schools in Arizona, Colorado, Massachusetts, Michigan, and Minnesota where, respectively, 97 percent, 98 percent, 93 percent, 85 percent, and 88 percent of the teachers say there is no union or association presence.

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[37] Nationally, less than a third of teachers (31%) say they can substantially influence the content of their inservice programs.

School Governance

One of the central features of charter school governance is the local school-based board. States use different terms for these entities, such as Board of Directors (Michigan) and Board of Trustees (Massachusetts), but essentially their function is to provide oversight of school operations and serve as the school's policy making body. How are teachers represented on these school governing boards?

Survey results suggest that teachers generally constitute a small portion of governing boards. When asked what percentage of the school's governing board is represented by teachers, the largest number of respondents (31%) said that teachers compose between 5-24 percent of the board. For another 15 percent (15%) between one-quarter and one-half of the governing board consists of teachers. Just above fifteen percent (16%) of respondents report that teachers represent a majority of the school's governing board. More than 80 percent of Minnesota teachers (88%) responded that teachers compose a majority of their school's governing board.

The remainder of survey respondents indicate either that they do not know the teacher representation on the board (12%) or that representation falls into a category not listed among survey response choices (27%). For example, 15 percent of the survey respondents (15%) indicate that no teachers serve on the school's governing board. While one respondent stated that teachers are prohibited from being members of the board, some who indicate no current teacher representation also say that they are in the process of adding teachers to the school's board.[38]

Teacher Decision Making Authority

What kinds of professional decision making authority do charter school teachers exercise? On this survey, they were asked to rate their level of decision making discretion in a variety of areas.

Hiring Teachers and Administrators

Nearly half (48%) agree or strongly agree that teachers have substantial authority over teacher hiring, but somewhat more than a third (38%) say they do not. These percentages hold for new start-ups and public conversions, but among respondents in for-profits, just a third (33%) say they have substantial decision making authority in hiring.[39]

In Massachusetts (53%), Michigan (58%), Minnesota (51%), and Wisconsin (60%), more than half of the teachers say teachers do not have substantial authority in matters of teacher hiring.

When teachers are asked about their influence in administrator hiring, a different picture emerges. Only about a third of respondents (36%) agree or strongly agree that they can influence who the administrators at their school are, while nearly half (46%) say they exercise little or no influence. This response is fairly consistent across types of schools, although teachers in public conversions report somewhat more involvement in administrator hiring than do teachers in new start-ups or for-profits. Half the Minnesota teachers who responded (50%) report that teachers in their schools substantially influence administrator hiring.

Assigning Teachers to Classes

Half of the respondents (52%) agree or strongly agree that teachers have authority to make decisions about teacher assignment. The exception is Wisconsin where 80 percent of the teachers who responded to this question said they have little authority in this matter. Likewise, on the issue of assignment of students to classes nearly half the teachers (48%) say they exert substantial influence.

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[38] Charter statutes typically do not specify the precise composition of a school's governing board, but often require that that composition be spelled out in the charter itself.

[39] Nationally, fewer than one teacher in 10 (8%) reports he or she has "a lot of influence" over teacher hiring.

Selecting Curriculum

Sixty percent of teachers (61%) agree or strongly agree that they have substantial authority over curriculum. This pattern generally holds across states except for Michigan where under 40 percent of survey respondents (38%) report they are strongly involved in curriculum selection and teachers in for-profit charters where just a third of the respondents (33%) say they have curricular control.[40]

Selecting Instructional Materials

Nearly two-thirds of the teachers (64%) agree or strongly agree that teachers have authority over the selection of instructional materials.[41] Among survey respondents in for-profit charters, just a third (34%) say they can select instructional materials.

Determining How Money is Spent

Only a third of the teachers (34%) agree or strongly agree that they have authority regarding the ways in which dollars are spent at their school. This figure holds for teachers in new start-ups, public conversions, and for-profit charters.[42]

Here, too, however, we see variation by state. Only 17 percent of Arizona teachers report having significant budget decision making authority and no Wisconsin teachers report having authority in this area. Minnesota teacher (63%) and California teachers (43%) report the highest level of teacher influence on matters of dollar allocation.

Determining the Length of the School Day and School Year

On matters regarding the length of the school day and school year, few teachers say they exercise significant authority. Thirty percent (30%) agree or strongly agree that they can make decisions about the length of the school day and nearly the same percentage (28%) say they determine the length of the school year.

These results vary somewhat by state. Less than a fifth of Arizona (18%) and Massachusetts teachers (14%), for example, say they influence the length of the school day.

Assigning Students to Classes

Just under half the survey respondents (48%) say they agree or strongly agree that teachers have authority in the area of assigning students to classes. A third of the teachers (34%) say they do not exert significant influence in this area.

Here some state variations are evident. Larger proportions of teachers in Colorado (60%), Georgia (80%), and Minnesota (63%) say teachers have substantial authority in terms of assigning students to classes. Teachers in Michigan (50%) and Wisconsin (60%) have considerably less influence on this dimension.

Teachers in new start-up charters report greater decision making authority in determining which students ought to be in which classes than do teachers in conversion charters (56% to 41%).

Developing Student Discipline Policy

Just above half the respondents (54%) agree or strongly agree that teachers control student discipline policy. The exception here is Wisconsin, where 80 percent of those who answered this question say they have little influence in this area.[43]

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[40] Nationally, only a third of teachers (37%) say they have authority over matters of curriculum selection.

[41] Nationally, 57% of teachers say they have authority over the selection of instructional materials.

[42] As a point of comparison, national figures reveal that only 10 percent of teachers (10%) say they have this authority.

TEACHER MORALE

The majority of charter school teachers seem relatively satisfied with their work environments. About half (54%) characterize morale at their school as high. Another third (36%) say it is "fair to middling". Just over 10 percent (10%) say staff morale is low. These figures hold fairly evenly across states.

The largest proportions of teachers who say staff morale is high are in new start-ups (56%) and public conversions (54%). The highest proportion of teachers with low morale (67%) exists among teachers in for-profit charter schools.

As the final question on the survey teachers were asked to complete the sentence, "If I could change one thing about my job, it would be...." Responses fall into several categories. A number of teachers say they would like to have higher salaries. Some say "burnout" is becoming a problem and given a choice, they would opt for fewer meetings and shorter work hours.

Several survey respondents complain that teacher decision making authority is not at the level they believe is appropriate, that teachers are not sufficiently involved in making important educational decisions. Some suggest greater job security would increase their comfort level with their jobs. Finally, a number of teachers said that their charter school administrators need additional training for their roles.

SUPPORT STAFF

Support staff, including classroom assistants, clerical and custodial employees, and other ancillary workers are important school components. What do survey respondents tell us about the nature of support staffs' employment relationships and their involvement in school level decision making? (Multiple responses were possible for these questions.)

Nearly two-thirds of teachers (62%) say support staff are employees of the school. About 40 percent (40%) say they are employees of the school district. Among teachers in new start-ups, nearly three-quarters (72%) say support staff are employed by the school; fewer than a quarter (22%) say they are employees of a school district. Among teachers in public conversions, these numbers are nearly reversed. Nearly three-quarters (70%) say support staff are employed by the school district; 40 percent (41%) say they are employed by the school.[44]

While very few teachers report that support staff are students or contract workers (6% and 9%, respectively), nearly a quarter (24%) say they are volunteers. Half the teachers in for-profit charters (50%) report that support staff are volunteers.

Support-staff-as-school-employees seems to be highest in Arizona, Colorado, Massachusetts, Michigan, and Minnesota, where, respectively, 79 percent, 85 percent, 93 percent, 77 percent, and 88 percent of teachers responding to the survey say this condition prevails. Nearly two-thirds of the California teachers (65%) and 80 percent each of teachers in Georgia and Wisconsin say support staff are employees of the school district.

Just about 40 percent of survey respondents (40%) say support staff is involved in school level decision making. This figure is fairly consistent across types of schools. However, exactly half of the teachers (50%) say that support staff has little or no involvement in school-based decision making.

PARENT INVOLVEMENT

How involved are parents in charter schools? Do they make important educational decisions as part of their involvement?

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[43] On a national level, just slightly more than a third of teachers (38%) say they control student discipline policy.

[44] This figure totals more than 100% as some respondents selected more than one answer.

Nearly three-quarters of charter school teachers (71%) say that parents are significantly involved in making educational decisions at their schools. These figures are somewhat lower for Arizona (50%), Massachusetts (53%), Michigan (58%), and Minnesota (50%).

When examining this issue by type of school, the data reveal that teachers in new start-ups and public conversions (by 68% and 77%, respectively) say parents are significantly involved in education decision making at the school. Among teachers in for-profits, just a third (33%) say parents make significant educational decisions.

WHAT DOES THE SURVEY TELL US?

What, then, do survey results tell us about charter school teachers? At a minimum, several patterns emerge from the data:

- Charter school teachers match the demographic profile of other public school teachers in the United States. They are mostly white and mostly female.
- Teachers in charter schools generally have experience teaching in other public schools and are teaching in the grade(s) or subject)s) for which they are licensed.
- "Freedom to teach the way I want" is the most common reason teachers offer for choosing to teach in a charter school.
- Most charter teachers work in schools that were begun by teachers, administrators, parents, or a combination of these.
- A slight majority of charter school teachers (54%) say they are covered by the same contract as other teachers in their school district. Nearly 40 percent say their working conditions are spelled out in individual employment contracts.
- Levels of salaries and benefits are not an issue of great moment to charter school teachers. Salaries for most who previously taught are about the same as in their former teaching positions. About a third of the teachers say their current salaries are higher than they were in their previous teaching assignment. Nearly all charter school teachers have benefits, including retirement.
- Approximately one-third of charter school teachers (34%) say they have tenure. Among charter school teachers covered by a collective bargaining agreement, nearly two-thirds (61%) say they have tenure.
- Teachers in charter schools, on balance, say they are substantially involved in decision making in areas such as teacher hiring and assignment, curriculum development, and determining the content of their professional development. The vast majority report that they have little or no say in hiring school administrators or determining how money is allocated at their schools.
- Charter schools contract for services, but according to their teachers, most contract with the "home" or neighboring public school district.
- Nearly 7 in 10 charter school teachers (68%) say there is little or no union or association involvement at their school.
- Some differences between teachers in public conversion charters and those in new start-up charters are beginning to emerge. Teachers in conversion charters are more likely than their new start-up counterparts to have public school teaching experience, be covered by a collective bargaining agreement, have tenure, and be in a school that has some involvement on the part of the local teachers' union or association.
- Morale among charter school teachers is reasonably high. They would, by a 3 to 1 margin, choose to teach in a charter school again.

Now that we know something about charter school teachers and their professional conditions of employment from survey results, we move to a more "up close and personal" look. The next chapter is composed of a set of case studies of teachers working in various kinds of charter schools.

CHAPTER FOUR

Case Studies

This chapter consists of snapshot case studies conducted in five charter schools in four states. Each school is quite different from the others in the group. Two have specialized programs, but of very different types. Two are managed by for-profit organizations, but different for-profits. One is a conversion school that is part of the local public school district.

We purposely call these studies *snapshots* because that is what they are—glimpses into the development and organization of the school and windows on the working conditions of the teachers whose professional lives are spent there. These are not detailed, in-depth case studies in the classic research sense. That task was beyond the financial and time scope of this project. But like the survey results reported in the previous chapter, data from these snapshot case studies contribute to a clearer picture of the work lives of charter school teachers.

These studies are designed to serve informational, not evaluative, purposes. Thus, the names of the schools have been disguised. What is important is what we can learn about various types of charter schools, not what we will know about any one school in particular.

For ease of reading, all five studies are organized in approximately the same way. Each begins with a description of the statute which authorizes charters schools in the state in which the study school is located. Each snapshot study then provides information about how and why the school was established, what its governance structure is like, the nature of its relationship to the local public school district, its instructional program, and the levels and kinds of parental involvement at the school. The next sections of each study concentrate on the school's teachers—who they are, how they came to be at the school, and their conditions of employment. There is also a section which discusses support staff at each school. Each snapshot concludes with some comments about the school from the teachers' perspectives.

Washington Charter School

Washington Charter School is a new start-up independent charter which focuses on an Afrocentric curriculum.

PROVISIONS OF THE CHARTER SCHOOL LAW GOVERNING WASHINGTON CHARTER SCHOOL

The purposes for establishing charter schools in this state include: 1) improving student achievement for all students, including those who are educationally disadvantaged, by improving the learning environment; 2) stimulating innovative teaching methods; 3) creating new professional opportunities for teachers in settings where the school structure and educational program are designed and managed by teachers at the school site level; 4) achieving accountability for pupil educational outcomes by placing responsibility for performance at the school; and 5) providing parents with greater public school choice. This state is also using the legislation to determine whether state educational funds can be more effectively, efficiently, and equitably utilized by allocating funds on a per pupil basis directly to the school rather than through school district administration.

Charter schools may be initiated by individuals or entities. Both new start-ups and conversions are allowed. Conversion of private schools to public charter status is permitted; however, for-profit organizations may not operate charters. (This provision does not, however, preclude chartering agencies from contracting with for-profit organizations.)

Charters may be granted by local school boards, intermediate (county) boards of education, community colleges, and state universities. If a charter is rejected, the state has an "approval by referendum" appeal process and places the issue on the next election ballot.

Charter schools must agree to use state-sanctioned tests and must make clear in their charter the school's mission and goals, expected pupil performance standards and outcomes, and the methods and types of student performance assessment. The charter granting agency is responsible for monitoring the school's compliance with its educational goals and methods of measuring results.

Charter schools must establish a board of directors. The criteria for membership on the board is to be specified in the charter.

Charter schools in this state may be independent legal entities, with the power to sue and be sued, incorporate, acquire property, determine budgets and curriculum, receive and disburse funds, enter into and sign contracts, hire and fire personnel, and act as a public employer for purposes of collective bargaining. The law does not automatically waive state and local statutes and rules and regulations for charter schools.

While charter schools approved by local school boards are required to employ certified teachers, "special provisions" are allowed for the use of non-certified teachers. Teachers in charter schools authorized by local school boards also must be covered by the district's collective bargaining agreement. The statute does not specify leave policies for teachers who move from a "regular" public school to a charter school. Charter school teachers retain tenure earned during service in the school district, but do not *acquire* tenure by virtue of teaching in a charter school.

ESTABLISHING WASHINGTON CHARTER SCHOOL

Founded by a group of parents, community members, and the school's current director, Washington Charter School opened in the 1995–96 school year, serving students in kindergarten through 4th grade. Since that time, the school has added one grade level each year and currently enrolls approximately 160 students up to the 6th grade. Plans are in place to offer an education program through the 8th grade.

Washington Charter School operates on a year-round calendar with official daily school hours from 8:00 am to 4:00 p.m. In keeping with its mission "to center, educate, and nurture all students to achieve their maximum potential while developing future world leaders," the school also offers a rich variety of activities after school, remaining open until 6:00 p.m. each evening.

Although the school is open to all students in its geographic area, it was founded with the belief that the local school district had not adequately addressed the educational needs of African American males, too few of whom were experiencing academic success. Thus, the school program targets that population, employing "an African-centered curriculum with multi-sensory, multi-modal, multi-dimensional strategies for an experiential school-based model of empowerment."

The decision to form the charter was made by the school's founding director and a group of parents in the community who were familiar with the now-director's educational philosophy which had been put into practice in a much smaller version of the program housed in a local church. When the charter law was enacted, the parents and school director mobilized sufficient support and fulfilled the legal requirements to form a charter school.

Despite support from the community, the school's African-centered curriculum created friction with the local school district as well as some public controversy regarding the issue of racial segregation in the city's schools. While these tensions remain and continue to be reported in local newspapers, the interest in Washington School's educational approach has attracted enough parent interest to generate support for another African-centered charter school on the other side of the city.

THE GOVERNANCE STRUCTURE

Washington School's charter was granted by a state university located in the same city as the school. The sponsoring university receives 3 percent of the school's budget and is responsible for evaluating the school's educational and fiscal activities. The school's relationship to the sponsoring agency is a limited one, though it was initially hoped by the school's founders that the university could provide additional support to the school.

Washington School is governed by a board composed of the school's director and five other individuals—three parents, one community-business person, and an educator who is not directly involved in the school. An open (public) meeting of the board is held each month.

THE SCHOOL'S RELATIONSHIP TO THE LOCAL SCHOOL DISTRICT

Washington School is independent of the local school district in almost all aspects *except* food service. The school currently contracts with the local school district to provide meals for its students. However, the school reports that it is planning eventually to contract with a private caterer in order to reduce food service costs.

THE INSTRUCTIONAL PROGRAM

Washington School's stated goal is to ensure "that all children can and will learn to their maximum potential; that every barrier to their success will be eliminated by any means necessary; and that their dreams [will] be their only boundaries." The school views students as individuals, with particular strengths and needs. A large staff offers a wide variety of educational options for students, including Spanish, Japanese, Kiswahili, technology, physics, and African dance and drumming.

Washington Charter School's African-centered curriculum specifically emphasizes language arts development. The program is described as an "integrated day" which centers around project-based learning, field trips, and experiential studies. Students also learn through movement activities. The early grades focus on "Foundations" (which is actually memorization). "Applications" shapes curriculum in the later grades as students become more able to *apply* knowledge in areas such as physics, the arts, language acquisition, mathematics, and science.

On Friday afternoons, when teachers have their planning time, students participate in "clubs." These activities, which are supervised by teaching assistants and other staff, were developed as part of the reward system that is a component of the school's disciplinary policy. Students who have not earned rewards are required to work on homework and participate in discussions designed to help them understand why they are not allowed to participate in club activities.

The school added a tuition-based preschool component for the 1997-98 school year. Pre-schoolers are integrated into the school's regular program whenever possible—during lunch and physical education time, for example. These young students also participate in a school-wide meeting that takes place each morning.

Although Washington Charter is open to any student in the local school district, because of the school's curricular focus and stated target population, the student composition of the school does not reflect the racial and ethnic diversity of the local community. While there are approximately equal numbers of male and female students, the school's current student population is nearly exclusively African-American. One Caucasian student applied, and was accepted, to the school last year. However, he chose not to attend.

The school currently has a waiting list. Racial composition notwithstanding, Washington serves students from all socioeconomic levels, including a large percentage who qualify for federal Title 1 funds.

On the day of the site visit, students in pre-kindergarten through the third grade began the day with a physical activity combining movement, physical and social discipline, and mathematics competency demonstrated by a series of routines. While this activity was taking place, students in the upper grades were engaged in language studies—Japanese, Spanish, and Kiswahili.[45]

After the series of morning activities, all students moved to the "Big Room," an open area that encompasses more than half of the school's facility, for the daily "Morning Affirmation." Conducted by the school's director, the morning affirmation on the day of the site visit included the director reading a passage from a book which then engendered a discussion about communication and the harmful effects of spreading "hearsay" in the school, a problem about which some of the students had complained. The morning affirmation closed with an African drumming session which signaled the beginning of the next class session.

PARENT INVOLVEMENT

To further support the notion of Washington Charter as a community of parents, students, and staff, the school emphasizes parent and family involvement in a variety of ways. Parents are invited to drop by the school whenever they want and are encouraged to volunteer whatever time they have available.

The school holds regular parent-teacher conferences, reporting more than 90 percent parent attendance. In addition, monthly parent meetings, referred to by the African word, "Hurambe," occur the third Wednesday of each month. The school, which reports better than 80 percent attendance at these school-wide meetings, views Hurambe as the time for students and staff to show parents what they have been learning and accomplishing as a community, with plays and other student demonstrations and performances.

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[45] Grade designations are somewhat different than in most schools. Students are assigned to the academic subjects and grade levels based on their personal and academic development, not necessarily their ages.

Washington Charter School is intently focused on establishing a specific kind of educational environment which, in their judgment, creates opportunities for innovation and a curriculum that evolves to meet students' needs. Teachers and other staff are committed to the school's program, including on the dimension of building a community for students and their families. As one teacher commented, the sense of "ownership" he and his colleagues feel about the school is of particular importance.

WHO ARE WASHINGTON CHARTER'S TEACHERS?

The state's law allows charter schools with university sponsoring agencies to, if they specify the provisions, hire as teachers individuals who are not licensed to teach. Washington School's director believes strongly that good teaching is based on deep subject matter knowledge. Thus, the school has made use of the law's flexibility and has hired teachers with secondary and subject matter credentials even for some of the elementary grades.

Most of the teachers at the school joined after the charter was formed. The director and the board recruited teachers from a variety of teaching backgrounds: some from the local school district, some from other states and urban locations, and some from graduate programs at the local university.

While about half of the teachers at the school hold credentials, several have provisional licenses and are in the process of completing a credential program. One teaching assistant is completing a bachelor's degree in engineering and works with the mathematics teacher to develop the school's extensive physics curriculum. She also serves as an administrative assistant. One of the language arts teachers is completing a doctorate in political science and has a master's degree in educational administration.

The school encourages continuing education and many of the teachers are enrolled in college courses. Washington's emphasis on language studies adds further variety to the staff's subject matter expertise. the faculty includes a teacher from Japan, a Spanish teacher recruited from another state, and two teachers of Kiswahili.

Teachers say that their belief in the school's educational philosophy and their desire to serve the school's target population are the primary reasons they have chosen to work at Washington. Some express frustration with their teaching experiences in other public schools and say that the charter allows them to teach what and how they want and to serve students whom many felt were ignored in their previous education settings.

TEACHERS' WORKING CONDITIONS

What do the conditions of employment look like for Washington Charter School's teachers?

Management and Decision Making

Principal decision making authority at the school rests with the school's governing board. While that body retains final authority over most matters, including budget and hiring, the school's director, on a day-to-day basis, is very much in control and in charge. The school's founding vision is her creation. She guided the development of the educational program, the hiring of the staff, and continues to deal with public concerns over the school's African-centered focus.

Teachers report that the school demands a high level of commitment, staff cohesion, and communication in order successfully to carry out the program's curricular integration and experiential learning. Washington

School's schedule and expectations are demanding of staff. Teachers are expected to volunteer for activities after the official school day ends at 4:00 p.m.

Washington Charter School has made efforts to operate on a very tight administrative budget. The school's curricular priority of experiential learning necessitates many field trips and other out-of-school experiences. The budget is focused on these activities, thus requiring teachers and other staff to assume administrative duties, such as purchasing supplies and equipment, assisting with payroll functions, and writing grants to secure additional funds for the school. Washington's director is committed to "maintaining low overhead" and describes herself as "the principal, janitor, public relations person and whatever else they need at the moment."

Written Working Conditions Agreement

As Washington School is an independent charter, its teachers are not included in the local school district's collectively bargained contract. Teachers are asked to sign a one-year contract with the school itself. The school did not agree to make a copy this contract available to researchers, so we do not know its precise nature.[46]

Teacher Hiring

Hiring decisions are made by the school's governing board. Prospective teachers are located through a national search process which includes job advertisements being posted at universities and in professional publications. Once a teacher is hired, he or she is introduced to the school and its philosophy through a manual that has been developed by the school's board, director, and faculty. (A copy of this manual was requested but not made available to researchers.)

Salaries and Benefits

Salary and benefit levels are set by the school's governing board. Teachers report these are competitive with compensation packages offered by the local district.

Opportunities for Professional Development

Challenges to teaching that are inherent in Washington School's interactive design are addressed in various ways by the school's extensive professional development program. The school has established a set of principles, called "Heshima to Hotep" (African for "respect" and "peace"), which guide and shape staff development.

Faculty development opportunities center around the school's Afrocentric curriculum. A variety of professional training experiences expose the school's staff to texts and philosophies that inform the curriculum and help teachers to develop experiential instructional strategies.

Teachers are also encouraged to attend and present at professional conferences. Last summer, the staff traveled to Egypt as part of a university-sponsored institute. For the summer of 1998, the staff is planning a trip to Ghana. Decisions about how to spend the school's staff development budget are made collaboratively by the school's director, the teachers, and the school's governing board.

Washington's curriculum requires that teachers spend a great deal of time together developing projects, integrating different aspects of the school day, and evaluating student progress in various subject areas. Teachers are hired primarily for their subject matter expertise and are expected to teach students of different ages and grade levels. Thus, they also receive training in various aspects of child development and instructional strategies designed to address the needs of students of different ages.

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[46] A number of independent charter schools employ teachers on the basis of one-year "at-will" contracts. This may be Washington's procedure, but in the absence of the contract it is impossible to know.

The school sets aside a good deal of time regularly for professional development activities. Daily faculty discussions are scheduled. Called "Indaba," (an African word for "serious discussion"), these sessions are led by the school's director and are designed to provide an opportunity for faculty to talk about various readings—assigned by the director—which cover a range of topics, including philosophy of education, issues of school discipline, and teaching strategies.

Weekly joint planning time is also available, as is individual planning time each Friday afternoon. Monthly faculty sessions are held prior to the school-wide open parent meeting.

Teacher Evaluation

Teachers (and teaching assistants) are evaluated annually by the school's director. Each teacher, for the summary evaluation, is rated "Excellent", "Satisfactory", or "Needs Improvement." The basis of the rating is particular to Washington School.

Evaluation encompasses the teacher's understanding of, and the extent to which he or she puts into practice, the school's basic tenets for student and teacher development. These include "truth, justice, righteousness, order, balance, harmony, and reciprocity." Teachers are also rated on the basis of factors such as, "participates in professional growth activities," "demonstrates knowledge of African centeredness," " [displays] knowledge of subject matter area," "[demonstrates] writing skill"; "works cooperatively with others," and "collaborates with others for self-improvement."

Teachers are asked to develop their own goals for professional growth, for their students, and for the schools. These self-generated goals become part of the teacher's evaluation. Evaluations are used, in part, to decide whether to renew a teacher's contract for a subsequent year. The final determination about whether or not a teacher returns to the school is made collaboratively by the school's governing board, the school director, and the teacher.

SUPPORT STAFF

All support staff are employees of the school. The school has hired several teaching assistants to provide instructional support to teachers. One teaching assistant is currently taking child development courses at a local community college; another is completing a bachelor's degree.

Transportation is provided by parents, and maintenance of the facilities is the school's responsibility. Because of the emphasis on field trips and experiential learning, the school has purchased its own bus so that it does not need to contract for this service.

HOW TEACHERS SEE THINGS

The staff at Washington Charter School is encouraged to take on new responsibilities. On the day of the site visit, everyone at the school moved at a fast pace and was busy with a variety of activities. One teacher was rushing to meet a deadline for a grant proposal, another talked about the pressures of his decision to take on additional administrative duties. Though he had enjoyed learning this aspect of managing the school, he was concerned that these duties were taking him away from teaching.

One teacher who had come to Washington from another public school was encouraged by the high level of academic progress he saw students making. He praised the school's high expectations for students and the expectations for teachers to be actively engaged in the learning process.

At one point during the interviews, the topic of teacher unions and associations came up. One teacher expressed support for the protections afforded by unions, but said that, in his experience, collectively bargained contracts restricted, rather than empowered, teachers in terms of the effect teachers could have on student learning. This same teacher, however, expressed concern about the potential effects of the school increasing in size and being able to sustain school management's "personal touch" that makes teachers feel involved and keeps them committed to the school. There was a general view conveyed by the faculty that, under current conditions, (small size; the familiarity among students, their families, and the staff) union representation would neither enhance the school's program nor was needed to improve the staff's working lives.

When asked about what was different about teaching at Washington Charter School, compared to other public schools, one teacher commented, "It's like night and day." Working at Washington had changed another teacher's perspective regarding teachers and teaching. He described other teachers with whom he had previously worked at inner city schools as "loners," and said he had fit this description as well. But, said this teacher, Washington School is different. The school's organization and community philosophy fosters a good deal of interaction, communication, and cohesion among the staff. His colleagues reported views in a similar vein. Among their comments: Teachers are respected by the community. The school encourages innovation. Students are treated as individuals. And there is clarity regarding the school's mission and goals.

Jefferson Charter School

Jefferson Charter School is a new start-up, and one of the first public schools to offer the Waldorf education program.

PROVISIONS OF THE CHARTER SCHOOL LAW GOVERNING JEFFERSON CHARTER SCHOOL

The purposes for establishing charter schools in this state are primarily to: 1) provide "a learning environment that will improve pupil achievement" and 2) provide "additional academic choices for parents and pupils." The state prohibits religiously-affiliated schools from becoming charters, but allows public and private school conversions, new start-ups, and makes it possible for for-profit organizations to form charter schools. The law prohibits student admission based on ethnicity, national origin, gender, income level, disabling condition, proficiency in English, or athletic ability, but does allow charter schools to limit admission based on age group or grade level.

Charter schools in this state must agree to use the state's standardized student achievement assessment and must include in their charter a plan for evaluating the effectiveness of the school and student performance outcomes. Charters can be granted and revoked by local school district boards, the State Board of Education, and the State Board for Charter Schools.

Charter schools are authorized to be independent legal entities. The state waives most state education laws and local policies and regulations.

This state does not have a collective bargaining law. However, charter schools are authorized to bargain directly with teachers at the school. Teachers who are members of a district prior to moving to a charter school are given hiring preference if, within five years, they desire to return to a non-charter school if "a suitable position is available."

Charters are not required to hire certified teachers.

ESTABLISHING THE JEFFERSON CHARTER SCHOOL

Jefferson Charter School opened in August 1995, offering grades kindergarten through 6 to just over 170 students. The school plans to expand to include the 7th and 8th grades.

Jefferson's charter, sponsored by the state department of education, was one of the first granted in this state. The school's director reports there is an amicable and supportive relationship between the school and its sponsoring agent, whose primary role is to complete regular fiscal audits of the school's finances and monitor student results on state-mandated tests.

Students at Jefferson Charter are drawn from the local school district, which, according to the school's personnel director, has experienced a significant challenge from that area's growing interest in charter schools. Ten charter schools, only one of which is sponsored by the local school district, are currently operating in this town of less than 50,000 residents. With more than 30 percent of the students in the area attending charter schools, charters are becoming a significant draw on the local district's budget.

Jefferson Charter School offers the Waldorf education program. Waldorf is a group of independent, non-denominational schools founded in Europe in 1919 by Rudolf Steiner. All Waldorf schools operate independently from one another, but share a core curriculum, common teaching methods, and a belief in addressing the needs of the whole child, as embodied in the program's motto, "head, heart, and hands." By offering a curriculum and pedagogy that until now has remained independent of the public sector, Jefferson

Charter School is in some ways unique both to the Waldorf system and to charter schools.

The founding of Jefferson is primarily attributed to parent interest in Waldorf Education and the growing general commitment in the town to the charter school movement. The charter school law allowed parents, many of whom could not afford to start a private Waldorf Education school in the area, to join together to form a public school that they believed would meet their children's educational needs.

While Jefferson Charter School was founded by a group of parents interested in the particular curriculum offered by the school, the majority of parents in the community had not been previously exposed to Waldorf. Thus, while the school was being developed, its founding members spent time recruiting parents and students. The director described the parents as the school's "best publicity" and says that information about the program offered at Jefferson is spreading throughout the community primarily by word-of-mouth.

Jefferson has a waiting list of students who would like to enroll. The school's demographics are representative of the local community and, according to the school's special education teacher, about 10 percent of students are served in some way by special education.

GOVERNANCE STRUCTURE

The charter established the school's governance structure. Over-all decision making authority rests with the school's governing board, composed of 13 voting members, plus the school's director and business manager. The 13 voting members include three teachers and ten parents or community members.

THE SCHOOL'S EDUCATIONAL PROGRAM

Jefferson Charter School's mission is to "[develop] the whole child." The curriculum, as previously suggested, uses a Waldorf approach, which is "based on an understanding of the various stages of childhood growth and development with a comprehensive balance of academic, artistic, and practical activities." The program offered at Jefferson closely follows the Waldorf model curriculum and pedagogy "whereby the arts imbue all aspects of the academic curriculum."

The school is organized according to a system called the "Main Lesson." Each morning, students spend the first period of the day, a two-hour "main lesson", with their class teacher (a more or less permanent instructor who moves with a group of students as they advance from grade to grade). During this time, students intensively study a block from one of the core subjects. These lesson blocks are organized around a theme or topic that is thoroughly explored for about a month.

Poetry, painting, modeling, and drama are introduced as integral parts of exploring the main lesson topic and core academic subjects. Foreign language is a required component of the curriculum. The students' class teacher is joined by other subject specialists at different times during the afternoon. Students also participate in a wide variety of activities, such as sports and games, handwork, painting, gardening, and caring for animals.

Waldorf Education pioneered the use of authentic student assessments. The program trains teachers to become well versed in developing and measuring student achievement goals based on the accomplishments of the whole child. At Jefferson, teachers are actively engaged in multiple methods of evaluating student progress, some of which may include specific kinds of testing that can be requested by the school's special education teacher. Since teachers become familiar with students over a number of years, their judgment about each student's progress reflects the knowledge they have accrued regarding the student's particular learning style.

PARENT INVOLVEMENT

Parents are actively involved in the school and are encouraged to donate as much time as they are able. Some have time only to help out on a field trip, but others are more actively involved in day-to-day classroom activities.

With 10 of the 13 voting members on the school's governing board being parents or community members, involvement is a regular occurrence. The school has an active Parent Teacher Association.

RELATIONSHIP TO THE LOCAL SCHOOL DISTRICT AND CONTRACT SERVICES

Because there is no formal relationship to the local school district, Jefferson Charter School, according to its director, operates completely autonomously.[47] The school does not contract with the district for any services, and recently added its own full-time special education teacher to manage that aspect of the school's program. Jefferson is planning to contract for services such as occupational therapy and counseling through local private organizations.

WHO ARE JEFFERSON'S TEACHERS?

Jefferson Charter School teachers come from a variety of teaching backgrounds: some were recruited from Waldorf schools in other parts of the country, a few have had experience in the local school district, and several have taught in other-than-Waldorf private school settings. The state's charter law does not require teachers to hold teaching credentials. Nonetheless, several Jefferson teachers are licensed. According to the school's director, all faculty at Jefferson have earned at a master's degree. Exemption from state credential requirements, says the director, has enabled him to recruit teachers from a national pool of Waldorf-trained educators and to offer positions to teachers from other states.

When teachers begin at Waldorf, they are assigned a group of students and move with their group to the next grade level, requiring them to learn a new curriculum each year. While this is a challenge that requires a good deal of preparation, teachers say that this aspect of Jefferson Charter School is what keeps the program and instruction fresh and personally motivating.

Regardless of teaching background, teachers express enthusiasm for the opportunities for professional growth they have at Jefferson. For Waldorf teachers, the requirements for public accountability (e.g., requiring that students participate in state-mandated assessments) and working with parents who are not making a personal financial investment in their children's education, provides a new set of challenges. For teachers with a public school background, the school's program and faculty-driven approach to management (see the description of the "Faculty College") has been a new experience.

Teachers express great appreciation for the school's emphasis on teacher leadership, for the freedom teachers have to experiment with curriculum and instructional strategies, and for the support they receive from other staff members.

TEACHERS' WORKING CONDITIONS

What do the conditions of employment look like for Jefferson's teachers?

School Management and Decision Making

Jefferson School faculty describe the school's decision making process as "actively engaged and consensus-based." The school is managed by a director and a business manager, who report to the school's governing board. But faculty have a great deal of say.

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[47] Jefferson Charter School is part of the wider network of Waldorf schools. Its program is monitored by the "mother" organization.

Although broad policy, budgeting, and school management decisions must be approved by the school's governing board, day-to-day decision making lies in the hands of the faculty and a group specific to Waldorf Education called the "Faculty College" (or, sometimes, the "College of Teachers"). The Faculty College is composed of senior staff members who serve as leaders in the school. The duties of the college include developing the school's program, maintaining oversight of student progress and parent involvement, and dealing with issues that may arise among the faculty (personal, professional, or otherwise). Along with the director and the school's board, the college carries equal responsibility for teacher hiring, evaluation, and promotion.

The school encourages faculty responsibility for administering the school's program. Weekly faculty meeting focus on specific topics of teacher interest, such as preparing for the state assessment, business items central to managing the school, and curricular issues.

Written Agreements

Teachers are not covered by a collective bargaining agreement, but instead sign a one-year agreement to teach at the school. The contract is not a conventional "at-will" agreement.

It states the teacher's annual salary and pledges the teacher to "... work under the direction of the College of Teachers." The contract specifies that, for purposes of calculating a daily salary rate, it is assumed that the teacher is employed for a 195-day contract year. Teaching assignments are the province of the school's governing board and the College of Teachers, and teachers must commit to duties outside the conventional teaching responsibilities "as necessary to fulfill" the expectations for faculty. Unlike an "at-will" contract, there is no mention of possible termination.

The school has developed a teacher job description which comes attached to the contract. This document (the job description) lists a set of faculty responsibilities, including planning lessons, administering state achievement tests, conducting parent-teacher conferences, assisting with one assembly a year (in cooperation with another teacher), attending weekly faculty meetings, pursuing ongoing professional development, providing classroom support (as needed) for other teachers, and attending weekend events which are counted as school days.

Teacher Hiring

Jefferson has established levels of teacher qualifications to use as guidance in the hiring process: 1) minimum qualifications, 2) required skills and knowledge, and 3) desired skills and knowledge.

Minimum qualifications include: experience and training relevant to Waldorf Education, experience in a classroom setting, and ability to work flexible hours (including nights and weekends).

Required skills and knowledge include interest and respect for children and their individual needs, excellent oral and written communication skills, ability to prioritize and coordinate work with self and colleagues, skill in developing and maintaining effective working relationships with people from diverse backgrounds, and ability to establish and maintain effective working relationships within the school community.

Desired skills and knowledge encompass additional demonstrated experience in the areas identified under "required skills and knowledge."

Final decisions about teacher hiring rest with the school's governing board. However, all of the school's faculty is involved in interviewing potential candidates and making recommendations to the board.

Salaries and Benefits

The salary schedule, and benefits (along with other working conditions) are spelled out in a document designed by the governing board and the Faculty College. This document is in its early stages of development (see section on "written agreements"), and is expected to evolve as the school matures. Teachers report that salaries and benefits at the charter school are "comparable and competitive" with those in the neighboring public school district.

Opportunities for Professional Development

Professional development is an integral part of the Jefferson Charter School program and is described extensively in the school's charter. Decisions about professional development priorities are made by the staff as a whole, with the approval of the school's governing board.

The board encourages professional development and has supported building eight periods per week for planning purposes into the school's schedule. In addition, teachers may request funding for tuition for summer courses offered by a Waldorf Training Institute. The school has also applied for staff development grants which have given the faculty opportunities to travel to conferences and bring master teachers in various subjects to the school to instruct the faculty.

Waldorf education is built around the notion of challenge for the student and for the teacher. Teachers are not expected to be the subject matter experts. Rather, they are the facilitators and over time learn the "art of teaching." This is particularly important—and challenging—given that the Waldorf curriculum 1) emphasizes an integrated approach, and 2) requires teachers (who move through the grades with the same set of students) to learn a new curriculum each year. Teachers must thus become adept at learning a variety of subjects in a short amount of time. Because a teacher may not return to the same topics and subject matter for several years, a fresh approach to the curriculum is required each year.

Teachers without a Waldorf background are assigned a faculty mentor who works closely with them to become familiar with the program's philosophy and the aspects of curriculum and pedagogy that are unique to Waldorf education.

Teacher Evaluation

The Waldorf faculty evaluation model is a well-established component of the program and has been integrated into Jefferson Charter School. The director is the primary evaluator, but works with the college of teachers and an outside consulting teacher to complete annual evaluations of the teaching staff. The evaluation has written and oral components. Each teacher must also complete a thorough self-evaluation. This aspect of the process begins in January each year.

SUPPORT STAFF

The school has hired support staff to assist with the administration of the school. Staff positions include a part time bookkeeper and an office manager, who are employees of the school.

HOW TEACHERS SEE THINGS

A teacher who formerly taught at another public school says that Jefferson is an entirely different teaching experience. The school is supportive of her teaching needs and she is given the resources for materials to support her curriculum. Because she teaches a specialty course and is not assigned to one class, she has had to enlist the support of other teachers in adapting her training to the Waldorf model. She has found the faculty open to her comments and responsive to her concerns, whether they are about specific projects, curricular issues, or about student behavior.

For the Waldorf-experienced teachers, the differences in a *public* school setting are beginning to emerge. For instance, they say, parents are somewhat less involved in this public Waldorf school than they are in the private Waldorf setting. They attribute this difference to the fact that parents are not required (and perhaps are not able) to make the personal financial sacrifice that parents in private education make. As parents make the transition from other public school settings to Jefferson Charter School, say the teachers, and as they become more familiar with the faculty's expectations for student achievement and for parent involvement in their children's education, this situation might begin to change. These and similar comments, particularly from faculty members used to private schools, highlight one of the challenges of blending a private education philosophy and background with a public school setting. More adjustments are likely to be necessary.

Becoming a charter school and accepting public funds has also required Jefferson Charter School teachers to commit to state-mandated standardized testing. Because the sequence of education in the school is different from what the state might expect, some teachers acknowledge that their students may not do as well in some aspects of the test, but will probably do very well in others. For example, the school's programmatic emphasis in the early years gives students an edge in math, but because reading instruction is based on the student's individual pace (e.g., when a student appears to be ready to learn and interested in reading), many students may not fare as well on the English/language arts portions of the exam in the early years.

Several teachers express enthusiasm about Jefferson's emphasis on faculty decision making, and the control teachers have over their work lives. Another teacher note the freedom and creativity the school allows. The program's structure, allowing teachers to remain with the same group of students over time, say teachers, has fostered a greater sense of community and family within the school than some of them previously have experienced.

Lincoln Charter School

Lincoln is a public school conversion charter.

PROVISIONS OF THE CHARTER SCHOOL LAW GOVERNING LINCOLN CHARTER SCHOOL

This state has specified several goals for charter schools, including 1) improving student learning and increasing learning opportunities, 2) expanding public system choices for parents and students, and 3) encouraging the use of different and innovative teaching methods. The law is also designed to create new professional opportunities for teachers and to hold schools accountable for measurable student outcomes.

Charter schools can be new start-ups, public school conversions, and schools initiated by for-profit organizations. Private and religiously-affiliated schools may not become charter schools in this state.

Charter school petitions must be signed by 10 percent of the teachers in a district or 50 percent of teachers in the school that seeks charter status. The law specifies local school boards as the authorizing agents for charter schools. If the school board denies a school's petition for charter status, the county superintendent may convene a panel to review the school board's action. If the petition is denied by the school board a second time, the county board of education may grant the charter school if it approves the school's application. The charter school law waives most state statutes and local policies and regulations and allows charter schools to be independent legal entities, though their specific powers are not enumerated in the statute.

Charter schools are required to establish an academic policy committee composed of parents, students, teachers, and other school employees. Charter schools must agree to meet statewide student performance standards, conduct student assessments, and report the school's results. Charter school fiscal and programmatic operations are audited annually. Although charter schools were not required at the time this study was conducted to hire certified teachers, they were and are required to specify employee qualifications in the charter.

A court ruling in 1996 exempted charter school teachers from the state's collective bargaining law. Charter schools may, however, employ and bargain with staff independently.

The state's statute allows existing faculty in *conversion* charter schools to be covered by the district collective bargaining agreement, but the school's charter must spell out these rights—if they are not listed in the charter, then employees are not covered by them. Tenure, retirement plans, and teachers' rights to return to another school in the district must also be described in the school's charter. New charter school employees serve "at-will."

ESTABLISHING THE LINCOLN CHARTER SCHOOL

Lincoln Charter School opened in 1991, serving approximately 600 students in kindergarten to 6th grade. The school became one of 33 elementary schools in a large school district of more than 20,000 students. A new facility was under construction and opened in 1994.

Lincoln is a *public school conversion* which, as a "regular" public school in the district, had received a restructuring grant from the state. This grant, according to the school's teachers, provided the new school and its faculty with ample time and resources to develop its state-of-the-art educational program. In implementing the plans developed with state restructuring money, teachers focused on "the unique value of each person," Howard Gardner's "seven intelligences" (language, math/logic, music, spatial reasoning, movement, interpersonal abilities, and intrapersonal skills), and planned how best they could use the facility's new, technologically advanced classrooms to fulfill their vision of student learning.

The faculty that was initially hired to plan what was to become Lincoln Charter School was an experienced one and included nearly a third of the district's mentor teachers. The combination of up-front planning time, made possible by the restructuring grant, and the school's ability to hire a faculty committed to a common vision for the school's students, is credited by many faculty with setting the stage for its current success as a charter school.

The initial impetus for applying for charter status came from a group of parents who were "refugees" from a small school that had closed for lack of funding. To ameliorate some of the parents' concerns about the district's decision to close the school, children from the closed school were allowed to transfer to Lincoln. As parent interest in the notion of a charter school grew, teachers at the school, in consultation with the local teachers association, began to see the charter as a means of gaining curricular and instructional autonomy while maintaining the school's financial association with the district and the protections of the district collective bargaining agreement.

In the past, teachers say, some of the ideas and innovations they wanted to implement were met with some resistance by the district so the idea of "going charter" fit in well with the faculty's inclination toward more autonomy in programmatic decision making. While much of the school's innovative program had already been established when parents and teachers decided to write the school's charter proposal, the charter writing process allowed teachers and parents to reshape the school's program and governing structure to meet the needs of its school site stakeholders.

According to several staff members, despite the autonomy in decision making that the charter has allowed, the school has not changed much since achieving charter status. In fact, one teacher commented that when contrasted with other charter schools he had learned about, Lincoln Charter is still like most public schools where he has worked previously, particularly since the school was still financially tied to the district.[48] The charter allows more school-based oversight of certain functions and gives teachers more authority to make decisions about the school program and faculty hiring. The school and faculty continue to receive many of the same district services as other schools and have included most of the provisions of the district's collective bargaining agreement in the school's charter.

The community in which Lincoln School is located is generally supportive of charter schools and has initiated several other charter schools. There are currently four in the district, with one more under negotiation. According to several Lincoln staff members, the district superintendent has been particularly supportive of charter schools and has encouraged any school that feels it is ready to apply for charter status.

THE SCHOOL'S PROGRAM

Lincoln Charter School's mission is "to prepare all children to function effectively in a world of new ideas; to think independently, critically, and creatively; to become collaborating members of a democratic society; and to become lifelong learners." The school's vision is devoted to recognizing "the unique value of each person; providing active learning in a safe, supportive environment; developing an understanding of contemporary issues and technology; and promoting a partnership between home, school, and community." To keep the school's philosophy fresh and relevant, Lincoln Charter School reviews its mission and vision statements annually, thus ensuring that the guiding statements about the school are an accurate and timely reflection of the school's program, faculty, and students.

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[48] This may owe, in part, to the way this district is organized. Over the past several years, the district has taken steps toward decentralization and has been shifting more control to schools. Every school in the district has a site-based decision making body, and the central office attempted to allocate as much of its budget as possible to the schools.

Lincoln's program emphasizes technology-based learning and the use of alternative forms of student assessment. Project-based and thematic curriculum is integrated on a grade-by-grade basis. A visitor to the school sees teachers modeling technology on large screens for classroom demonstrations and utilizing the networked school computers on their desks for lesson plan development, classroom management, and student assessment.

Another feature of the school's program is "families." Each teacher is grouped with a family of three students from each grade; teachers remain with their same family of students throughout the students' career at the school. Each family—groups of children of multiple ages—meet every Thursday for one class period to work on special projects. The projects are planned around four eight-week themes: Getting to Know You, Getting Along, Earth Watch, and Global Awareness. Many of the school's teachers mention the families as a key factor in the school's success, allowing faculty to get to know students on an individual basis.

Lincoln has also developed a program called the "Peace Patrol." Students are selected from the 4th, 5th, and 6th grades to become school problem solvers. These students are assigned special identifying jackets, learn conflict management techniques, and work in teams to solve problems on the playground and around the school. The positive reputation of the Peace Patrol students and their success in helping solve student behavior problems has caused other schools in the district to emulate the program.

Lincoln Charter School has been successful in establishing a wide array of community and university-based partnerships. The local cable provider became a school partner in 1993, installing a fiber optic link between Lincoln and the company's network. The fiber optic link provides the school a connection to a local university and other networks. Says a school promotional brochure, "With the aid of foundation grants and our education partners, [Lincoln Charter School] has several computers, a VCR, TV, laser disc player and a video camera in each classroom."

Like other schools in the district, Lincoln Charter remains a neighborhood school; students who live in the neighborhood have priority to attend. However, through an open enrollment district transfer system, students from other parts of the city have also been given the opportunity to enroll at Lincoln.

In addition to its reputation for academic excellence, Lincoln Charter is located on the more affluent side of the city. According to several of the school's faculty members, the perception of abundant resources and the reality of the school's modern facility creates additional demand from district parents who want their children to attend the school. Lincoln formerly had a policy of "grandfathering" siblings of transfer students, but no longer can accommodate that policy because of the school's long waiting list of those wishing to enroll.

PARENT INVOLVEMENT

From supporting the decision to form a charter school to active involvement in the school's site council and management of school operations, Lincoln Charter School encourages active parent involvement. The school's Parent-Teacher Association has more than 340 charter members. Parents are also actively involved in the annual update of the school improvement plan.

WHO ARE LINCOLN'S TEACHERS?

The initial group of teachers hired to work at the Lincoln Charter School were some of the most experienced in the district. The school's opportunities for faculty decision making, the peer evaluation system teachers developed, and the opportunity to design and implement new ideas and technology are credited by teachers with making Lincoln Charter School a "special place," and with attracting many of the faculty to the school.

When the school was built, Lincoln formed a partnership with a local university teacher preparation program to create a professional development school at Lincoln. The professional development school has created a variety of opportunities for both credential students and the school's regular staff. By having credential students exposed to Lincoln's integrated, technology-based program, they learn about the most recent developments in instructional strategy, curriculum, and assessment. The school's faculty models many of the pedagogies the credential program aims to teach and students pursuing a teaching credential are given the opportunity to show what they can do in a positive working environment. In fact, say many of Lincoln's teachers, the professional development school has provided an ideal setting for observing new teachers, some of whom have been hired at Lincoln once they have competed their teaching credential work.

In addition, the school's faculty act as coaches and mentors to these novice teachers, and the Lincoln faculty's reputation as master teachers is growing. Other universities are now beginning to send student teachers to Lincoln's professional development school for practical learning and teaching experiences.

The school's faculty is also well known in other education circles and the school hosts many visitors each year. The teachers model for others how to implement innovative mathematics curriculum, early literacy programs, and alternative methods of assessment, such as portfolios, benchmarks, and student-generated rubrics. In the summer of 1997, Lincoln Charter School hosted more than 500 educators from across the nation in four 4-day sessions on the use of multi-media software.

RELATIONSHIP TO THE SCHOOL DISTRICT

The school's charter establishes little in the way of fiscal autonomy from the local district. Lincoln contracts with the district for virtually all of its services, including transportation, food service, special education, and the like. The one exception is the school's grounds maintenance. Lincoln prides itself on the appearance of its facility and the staff found that contracting with a private landscaper both saved money and visibly improved the quality of the school's appearance.

The local school district board monitors the school's operations, but day-to-day control of the school lies in the hands of the faculty. An assistant superintendent prepares an annual report about the district charter schools which is presented to the school board. If there are concerns about the school, the board becomes involved, but if the school is performing well, it is pretty much left alone. Lincoln Charter School's reputation for excellence has afforded a great deal of autonomy from the school board.

TEACHERS' WORKING CONDITIONS

What do the conditions of employment look like for Lincoln's teachers?

School Management and Decision Making

While the school is obligated to report to the district board of education, on a day-to-day basis, it operates fairly autonomously. The school's faculty is organized by grade level, and each grade level coordinates its activities, schedule, and curriculum.

Lincoln has two primary decision making bodies: the school site council and the faculty leadership team. Five Lincoln Charter School parents are members of the school site council, which must approve any significant changes in the school program and retains oversight authority on matters such as budget planning[49] and promotion of school activities.

The leadership team consists of the school's director (who serves as one member of the team, not its leader) and five teachers. One teacher from each of four committees (currently organized around the areas of language acquisition, technology, instruction and assessment, and pupil services) and an at-large faculty member are represented on the leadership team. Daily decision making lies in the hands of the leadership team and the director.

All teachers—whether members of the leadership team or not—belong to one of the four committees as a way of ensuring that all of the school's faculty have an opportunity to contribute to decision making. The committee structure provides a forum for inter-grade discussion on topics of interest to the whole school. Because the faculty is primarily organized around their grade level, the committees ensure that teachers from all grade levels speak to each other about issues of general concern to the school.

The faculty exercise high levels of control over curriculum, student learning goals, and other aspects integral to the school's program. Following a decision by the school's director to take a job at the district office, the school, in Spring 1998, found itself in the process of searching for a new director. One of the school's teachers was chosen to serve as interim director until a permanent administrator is selected.

The school's management structure requires teachers to participate in one group meeting per week. Meetings rotate. One week the meeting may be the committee to which the teacher belongs; the next week, the entire staff meets as a group. On another week, teachers meet with their fellow grade level teachers; the next week is devoted to a site council meeting. In this system, grade level meetings are held about once a month. In order to maintain cohesive and integrated grade level curricula, most grade levels hold additional meetings on a more regular basis, usually at lunchtime.

The local teachers association was involved from the beginning of the discussions leading to Lincoln becoming a charter school. The association was somewhat reluctant for teachers to agree to anything that would be "precedent setting" in terms of non-compensation for extra work. As part of a compromise, teachers at Lincoln Charter agreed to a provision allowing them to work extra days (including the occasional Saturday) for a stipend.

Teachers at Lincoln maintain a high level of association membership.

Written Agreements

Teachers are covered under the terms and conditions of the district's collective bargaining agreement. Contract waivers are permitted.

Teacher Hiring

Faculty are given much authority regarding hiring matters. Final decisions must be approved by the school's site council. Several years ago, the provision that seniority be the primary determining factor for hiring decisions was removed from the district collective bargaining agreement. This change has allowed the school to conduct wider search for teachers within the district. They are also allowed to hire teachers from outside the district. As previously indicated, the presence of the professional development school on the Lincoln campus provides yet another pool of potential faculty members.

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[49] Because the school contracts with the local district for most services, and teachers' salaries and benefits are established through the district collective bargaining agreement, there is relatively little flexibility in terms of resource allocation.

Salaries and Benefits

Salaries and benefits are determined by the district collective bargaining agreement.

Opportunities for Professional Development

Professional development has been a critical component of developing the school's program. Each year, staff arrive five days prior to the start of the school year for intensive staff development activities. The topics for these days are determined and arranged by the faculty and usually are based on the school's emphasis for the year. This year, for example, it is mathematics. In other years, professional development days have been used for intensive training in technology and the use of alternative assessments. Ongoing professional development activities center around Lincoln's professional development school and often include the school's many business and community partners.

The teachers' special contract provision (waiving the maximum days of employment in exchange for a stipend) gives them additional time for planning. For example, teachers plan to meet on an upcoming Saturday in order for staff to work together to implement new state standards in mathematics.

Teacher Evaluation

Another provision of the district contract waived by the school's faculty is the prescribed format for evaluation. Instead of the traditional principal observation and evaluation system, the school established a system of peer review.

Teachers are evaluated by a team composed of the director and "critical friends" (faculty members) of their own choosing. The evaluation includes viewing a video taped lesson and a self-study conducted by the teacher being evaluated. The intent of developing a new evaluation system was to encourage professional collaboration and improvement in teaching methods in a supportive environment. The cooperation and support that teachers have received from their peers is cited by a number of the Lincoln teachers as an important collaborative forum for improvement that encourages teachers to examine their instructional methods critically, while establishing cohesiveness and collegiality among the faculty.

SUPPORT STAFF

With the exception of gardening services (see section on Relationship with Local School District), support staff are employees of the local school district. All clerical aide, cafeteria and janitorial services are provided by district employees. There are some instances in which a contract has been let for the services of a specialist (e.g., a poet-in-residence) for a specific period of time. However, even contracts such as these must be approved by the district.

LINCOLN TEACHERS' PERSPECTIVE

In interviews with the school's faculty, it became clear that the school has high expectations for its teachers and that the school has been able to recruit an involved and dynamic group of faculty. One teacher commented that sometimes the faculty takes on too much, becoming overly involved in implementing innovation and ambitiously pursuing new ideas. As a whole, the school has at times had to take a step back to make sure that teachers are not "biting off more than it could chew"—

to ensure that innovation takes place but that the teachers are not always in a "steep learning curve."

Another teacher comments that in her experience, Lincoln Charter School teachers are always finding a teaching challenge. In schools where she has worked in the past, she says, the challenges were different. Having worked in a poor district, she felt as though her teaching skills were contributing a valuable service to families that most needed quality teaching. At Lincoln, she is challenged professionally, there are few problems in terms of student behavior, there is less worry about the students' family situations, and she has all the supplies she could ever want. This teacher commented that she feels the students at Lincoln would have opportunities to learn regardless of the setting.

THE VIEW FROM THE LOCAL TEACHERS' ASSOCIATION

Because Lincoln Charter School is part of a local school district, interviews with local teachers association staff were also conducted. While teachers from Lincoln remain active in the teachers' association and the school has a high level of association membership, the association voiced concerns about other charter schools in the district.

The teachers' association has been actively involved in the charter negotiations in the district but at times say they have found it difficult to maintain communication with all of the parties involved. For example, at another district charter school, teachers remained under the district contract, but voted to waive the grievance procedure, leaving little room for the union to negotiate with the district on behalf of teachers or their problems.

Nearly all of the teachers at this particular school are new; many are teaching with emergency credentials. According to association leaders, these teachers have no seniority rights, are not tenured, and would have difficulty transferring to another school if unhappy. The school requires teachers to work additional hours and days and has established a four-step salary schedule. Another charter school that is currently under negotiation wants to specify that teachers not be allowed to organize.

Teachers' association officials express concern that some faculty at charter schools are unaware of the kinds of contract violations that are possible. New teachers may feel pressured to agree to contract waivers before they understand their full implications. For these reasons, the association is keeping a close eye on charter school developments in the district. The association believes it is important that a school's faculty be fully committed to a vision that would be *enhanced* by a charter, rather than forming a charter school simply because of perceived pressure.

Hamilton Charter School

Hamilton Charter is a new school, run by a for-profit organization.

PROVISIONS OF THE CHARTER SCHOOL LAW GOVERNING HAMILTON CHARTER SCHOOL

The statute governing charter schools in this state identify a number of purposes for such schools, including: 1) stimulating the development of innovative programs in public education, 2) providing parents and students with greater options in choosing schools within and outside their school district, 3) providing teachers with a vehicle for establishing schools with alternative, innovative methods of educational instruction and school structure and management, 4) encouraging performance-based educational programs, 5) holding teachers and school administrators accountable for students' educational outcomes, and 6) providing models for replication in other public schools.

Charter schools may be initiated by business or corporate entities, 2 or more certified teachers, or 10 or more parents. Each charter school must establish a board of trustees, though the actual form of governance is specified in individual charters. State education laws and local policies are *not* automatically waived for charter schools.

Under this statute, charter schools may be independent legal entities, organized under the nonprofit corporate law. Such schools have the power to acquire property, determine budgets and curriculum, enter into contracts, hire and fire employees, borrow money, and act as the employer in matters of collective bargaining.

While charter teachers are covered under the state's collective bargaining law, the statute specifies that they must be in separate bargaining units from teachers in other public schools in the district (if the school is part of a school district). Teachers in charter schools are subject to the state retirement system. They are ineligible to acquire tenure. The law is silent on whether charter schools must hire certified teachers.

ESTABLISHING HAMILTON CHARTER SCHOOL

This charter school is run by a for-profit organization headquartered outside of the United States. Official documents indicate that the charter was founded by "a diverse group of 14 parents united by a common vision for academically rigorous education." Staff members at the school, however, suggest that its actual genesis can be found in the for-profit's business desire to expand its reach into American charter schools.

The school opened in 1996-97 with a five-year charter granted by the state's Department of Education. During its first year of operation, Hamilton offered a program for kindergarten through 8th grade. This year, it added the ninth grade. Plans are in place to add a grade each year until the school offers a comprehensive kindergarten through high school (K-12) education.

Five hundred fifty (550) students, about half of whom came from the local pubic school district currently attend Adams. Primarily selected by lottery[50], the racial composition of the student body, according to the administrator, reflects the surrounding community. About a third of the students qualify for free- and reduced-price lunch; 10 percent are eligible for special education services.

GOVERNANCE STRUCTURE

The school is governed by a Board of Trustees composed of founding parents. Their principal responsibility is to ensure that the school's contract with the for-profit organization "for all educational and administrative services" is being fulfilled and that the school complies with all relevant state laws.

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[50] Some preference is given to students from the area's public school district.

For its part, the for-profit organization takes 6 percent of the school's revenues as its profit margin and additionally charges a fee for the school's (required) use of the organization's proprietary testing system (see section on instructional program).

THE SCHOOL'S RELATIONSHIP TO THE LOCAL SCHOOL DISTRICT

The school operates as an independent entity with no formal relationship to the local school district (except that the charter contracts with the school district to provide food service).

THE INSTRUCTIONAL PROGRAM

The mission of the school is to, "... offer a diverse, multiethnic student body an education that has academic achievement as its primary goal and that will develop and strengthen students' ethical, moral, and civic values." The school aims to prepare all students for success in college.

Adams' college preparatory curriculum is offered within a 182-day school year. The instructional program, which offers an array of academic and supplementary courses, emphasizes English, mathematics, and "world languages." By the time students graduate, they are expected to be proficient in a foreign language (French or Spanish are their choices).

The curriculum and teaching pedagogy were developed by the for-profit organization that runs the school. Curriculum is of the structured, scope-and-sequence variety, delivered by teachers according to a detailed and specified pedagogical format. While some of the focus in the early years is on students acquiring basic skills, later grades emphasize abstract reasoning, problem solving, and critical thinking. All of the instructional materials were also developed by the for-profit group.

This is a school where, according to the faculty and administration, students are not allowed to fall through the academic cracks. If a student is doing poorly in a subject, he or she is pulled out of a class that is not an academic problem and given intensive assistance (up to nine class periods a week) until the problem is solved.

Teachers cooperate with one another on an informal basis to ensure they are all following the prescribed curriculum. For example, all of the first grade teachers meet once a week to determine what concepts they will teach in the upcoming week and even what pages of the textbooks they will cover. "This makes us accountable," they say.

The curriculum likely will be expanded in order to conform more fully with the state's curriculum frameworks. Teachers at the school are currently in the process of conducting a "gap analysis" to determine where the differences lie between the school's curriculum and the state's recommendations. The extent to which Hamilton's instructional program actually will be changed once this analysis is completed (regardless of what it shows) is still very much an open question, say the faculty.

Student achievement is measured regularly. Weekly tests on essential concepts and skills are part of the curriculum. Tests are given each week during second period on Tuesday, Wednesday, and Thursday. On the first, second, and fourth week of the month, the tests are multiple choice, machine-scored exams developed by the for-profit company. On the third week of each month, students are given teacher-made tests, which tend not to be multiple choice.

In addition, at the end of each of the school year's three semesters[51] final examinations are given in each course and at all but the lowest grade levels. Hamilton students take the Comprehensive Test of Basic Skills (CTBS), which students in the neighboring public school district take, and must sit as well for any standardized achievement tests required by the state.

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[51] Hamilton divides the school year into three, rather than two, semesters.

PARENTAL INVOLVEMENT

Parents are involved as part of the school's governing board. There does not, however, seem to be any particular effort to get parents involved in the activities of the school, although some teachers report (without being able to cite specific examples) high levels of parent involvement. One teacher said, "Well, they must be involved. They chose the school."

WHO ARE HAMILTON'S TEACHERS?

Forty teachers (including a full-time psychologist and a full-time nurse) work at Hamilton School. About 80 percent of them are credentialed, reflecting a preference on the part of the school's governing board to hire licensed teachers.[52]

The teachers are a mixture of novices for whom Hamilton represents their first teaching job, teachers who came from other public schools, some individuals whose experience is in private and parochial schools, and a few who previously taught at other charter schools.

Some teachers came to Hamilton because they were attracted by the school's academic focus. Others were intrigued with the opportunity to work in a charter school. Some found Hamilton's curriculum and structured pedagogical approach to their liking.

For individuals just finishing college (or just completing a credential program) who want to remain in this area of the state, teaching positions are somewhat scarce. Thus, some teachers state quite directly that they are at Hamilton "because this is the school that offered me a job."

TEACHERS' WORKING CONDITIONS

What do the conditions of employment look like for Hamilton's teachers?

Management and Decision Making

The school operates with three administrators who makes the decisions (subject to approval by the school's Board of Trustees) regarding matters such as teacher assignment, assignment of students to classes, and the organization of the school day.

The owner of the for-profit organization establishes the school's budget, which is not available for public viewing.

Teachers have no direct decision making authority, though many report that teachers' suggestions are often listened to and incorporated into the school's day-to-day life.

Written Agreements

Teachers are hired on one year "at-will" contracts. The contract declares that, "I understand that either the Hamilton Charter School or I may terminate our employment relationship at any time, for any reason, with or without notice, cause, or prior discipline."

Teachers, when they are hired, are given a handbook which specifies matter such as benefits, leaves of absence (teachers are provided with 15 days of sick leave per year), and duties and responsibilities. The first page of the handbook, which teachers must sign, says, "I understand and agree that the provisions of this Handbook are only guidelines and do not establish any contract or promise of employment, or of any particular terms, benefits, or duration of employment, or any covenant of good faith and fair dealing between me and the Hamilton Charter School. I further understand and agree that the Hamilton Charter School may change, rescind, or add to any policies, benefits, or practices described in this Handbook at its sole discretion, with or without prior notice."

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[52] The state does not mandate that charter schools hire licensed teachers.

Teachers seem to express relatively little concern about issues of job security. As one commented, "The owner [of the for-profit] organization is very loyal to his employees. So that's our job security—as long as we perform well."

Teachers are also required to sign a confidentiality statement regarding the for-profit's proprietary, or "trade secret," curriculum and testing materials.

Teacher Hiring

Teachers are recruited for Hamilton through newspaper ads and by word-of-mouth. The Board of Trustees looks for potential Hamilton teachers among those who have had classroom experience and hold teaching credentials.

Teachers at the school are nominally hired by Adams' Board of Trustees, but are actually employees of the for-profit, which retains authority over both hiring and firing.

Salaries and Benefits

Salaries are set by the for-profit organization, which describes teacher pay at this school as "fairly consistent with teacher salaries in the United States." There is no published salary schedule, however, the teacher salary range is reported to be $22,500 to $28,000.

Teachers at Hamilton Charter were purposely hired at rates somewhat less than they would have received in the neighboring public school district. Raises will be granted as a result of merit reviews by the school's administrators.

Teachers at the school say they do not know how their salaries are set, nor do they know when—or if—they can expect raises. One experienced teacher says she refused to accept the salary she was originally offered, and negotiated with the administration for a higher rate of pay, which she subsequently received.

The school provides benefits, including health insurance, workers' compensation, and unemployment insurance. By state law, teachers are part of the state retirement system.

Opportunities for Professional Development

Prior to the start of the school year, teachers attend a week-long intensive professional development program focused exclusively on the for-profit's curriculum and pedagogical methods. Throughout the year, teachers are offered refresher courses on this particular instructional program and its accompanying set of pedagogies.

Other opportunities for professional development occur during the year, and the school has funds for teachers to attend conferences, workshops, and the like. However, teachers report that they do not know how teachers are selected to attend these activities. Some seem to participate in many professional growth activities; others are almost never selected.

Teacher Evaluation

Teachers' evaluations are conducted by Hamilton's administrators, using a system and forms designed by the for-profit organization which runs the school. Formative (informal) evaluation consists of periodic classroom visits by one of the school's administrators. The purpose of these visits is to ensure that teachers are instructing according to the for-profits required methods. Teachers' lesson plans are also reviewed, as are teacher-developed student examinations.

Summative evaluation is conducted annually. Teachers are rated on a scale from "unsatisfactory" to "outstanding." The evaluation form that the administrator completes is divided into five categories: 1) Planning Conference (Has the teacher planned and organized lessons?, 2) Instruction (uses required method of instruction, maintains students' attention), 3) Classroom Management (maintains positive classroom environment, manages time well, maintains control, encourages appropriate social and academic behavior, maintains positive and professional attitude toward students), 4) Rapport with Students (enthusiastic, interacts effectively with students), and 5) Reflective Conference (values input from evaluator).

SUPPORT STAFF

Most of the support staff are hired the same way as teachers—as employees of the for-profit on one year "at-will" contracts. The school employs teachers' aides, a comptroller, and other administrative assistants. As previously noted, Hamilton contracts with the local school district for food services. Janitorial services are supplied under contract with a local area independent business.

HOW TEACHERS SEE THINGS

Teachers at Hamilton are generally pleased with their professional station. They cite particularly the "cohesiveness" of the faculty and the school's clear direction, goals, and academic focus. "This is a *working* environment," says one. "People [at this school] care about kids." Many comment on the "incredibly high levels" of academic work done all students, even those who did not, prior to coming to Hamilton, have stellar academic records.

Several teachers compared their Hamilton colleagues with people with whom they have taught in other public schools. "People are much more willing [here]," they say, "to work together and help each other."

When questioned about the curriculum, most seem appreciative of it. Several of the new teachers commented that the structure of the curriculum and pedagogy "gives new teachers something to follow." A few of their more experienced colleagues, however, offer mild complaints. The science teacher says the science curriculum is "too theory based. We need more labs." One of the Spanish teachers says, "The Spanish books are too slow and too repetitive." She laments her inability to choose alternate texts.

The most common complaint voiced by the teachers has to do with communication. Several say that communication between the administration and the faculty is not what it should be, that teachers too often find about changes after the fact. "Although," others comment, "teachers here are not afraid to speak up."

Adams Charter School

Adams Charter was formerly a within-district charter school. It is now independent from the local public school district and managed by a for-profit company.

PROVISIONS OF THE CHARTER SCHOOL LAW GOVERNING ADAMS CHARTER SCHOOL

The purposes for establishing charter schools in this state include: 1) improving student achievement for all students, including those who are educationally disadvantaged, by improving the learning environment; 2) stimulating innovative teaching methods; 3) creating new professional opportunities for teachers in settings where the school structure and educational program are designed and managed by teachers at the school site level; 4) achieving accountability for pupil educational outcomes by placing responsibility for performance at the school; and 5) providing parents with greater public school choice. This state is also using the legislation to determine whether state educational funds can be more effectively, efficiently, and equitably utilized by allocating funds on a per pupil basis directly to the school rather than through school district administration.

Charter schools may be initiated by individuals or entities. Both new start-ups and conversions are allowed. Conversion of private schools to public charter status is permitted; however, for-profit organizations may not operate charters. (This provision does not, however, preclude chartering agencies from contracting with for-profit organizations.)

Charters may be granted by local school boards, intermediate (county) boards of education, community colleges, and state universities. If a charter is rejected, the state has an "approval by referendum" appeal process and places the issue on the next election ballot.

Charter schools must agree to use state-sanctioned tests and must make clear in their charter the school's mission and goals, expected pupil performance standards and outcomes, and the methods and types of student performance assessment. The charter granting agency is responsible for monitoring the school's compliance with its educational goals and methods of measuring results.

Charter schools must establish a board of directors. The criteria for membership on the board is to be specified in the charter.

Charter schools in this state may be independent legal entities, with the power to sue and be sued, incorporate, acquire property, determine budgets and curriculum, receive and disburse funds, enter into and sign contracts, hire and fire personnel, and act as a public employer for purposes of collective bargaining. The law does not automatically waive state and local statutes and rules and regulations for charter schools.

While charter schools approved by local school boards are required to employ certified teachers, "special provisions" are allowed for the use of non-certified teachers. Teachers in charter schools authorized by local school boards must be covered by the district's collective bargaining agreement. The statute does not specify leave policies for teachers who move from a "regular" public school to a charter school. Charter school teachers retain tenure earned during service in the school district, but do not *acquire* tenure by virtue of teaching in a charter school.

ESTABLISHING ADAMS CHARTER SCHOOL

Adams Charter School currently sits on 60 acres of farmland-like property. Housed in a set of trailers (the school is about to undertake a major building project to erect permanent structures), Adams moved this school year (1997-98) from its original one-large-room site. Founded in 1995 by a former teacher and school administrator, the school is the academic home to 560 students from pre-kindergarten through grade 10.[53]

Adams Charter is managed by a for-profit, which bills itself as a "professional management group." Based in the state, this organization began as a support group for charter schools. The for-profit acts, in the words of the school's administrator, as a "quasi central office." It handles all of the school's finances, acts as employer for the school's staff, and takes 10 percent of the school's revenues as its "cut." This year, the 10 percent figure translates to $300,000.

The school did not begin as a for-profit-managed institution. Adams was initiated as a charter school that was part of the local school district. However, when a suit was filed in the state questioning the constitutionality of the charter statute, lawyers for the district suggested that the district sever its ties with the charter. Adams became an independent charter, but was not at the time managed by the for-profit organization.

After about a year of operating independently, the school found itself in serious financial trouble.[54] The school's governing board voted to award a contract, beginning this school year (1997-98), to the for-profit for management services. There is some sentiment among board members, and with the encouragement of the school's administrator, that once the school is back on its financial feet, it end its contract with the for-profit organization.[55]

The school "recruits" students by word-of-mouth and, as required by the state law, through advertisements in local newspapers. Adams regularly has more applicants than it has openings. Students are selected by lottery to fill available slots. Most of the students are from other local public schools. The school's student population is 13 percent minority (about the same as the local public school); about a third of the students qualify for free- and reduced-price lunch.

GOVERNANCE STRUCTURE

Adams' sponsor is a state university which sponsors many charter schools in the state. For its sponsorship, the university takes a 3 percent fee from the school and conducts what the school's administrator describes as "basic oversight." However, the university has no real involvement with the charter (though it did conduct an audit this year to make sure that all of the school's teachers are certified). In fact, Adams' administrator says he is disappointed. He had hoped the university would provide some services, such as professional development for the staff, but so far, no real engagement between the school and the university has come about.

The school is governed by a Board of Directors, appointed by the sponsoring university. In order to fill openings, remaining Board members select two nominees for each available position; the university selects one individual from these two to become the new Board member.

All members of the Board of Directors are parents of Adams students. This group of parents numbers among its members an educator and two business professionals. The Board's primary responsibility is to set policy for the school, but like many governing boards, this one tries as well to inject itself into the day-to-day operation of the school.

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[53] Originally Adams had planned to add a grade a year until its offerings reached through the 12th grade. However, at the time this case study is being written, Adams is giving serious consideration to dropping the 9th and 10th grades for next year (and not adding the 11th grade) and becoming a K-8 school for at least a couple of years. The school's administrator says that Adams, "just grew too quickly" and the school is not equipped to handle high school courses.

[54] No one would say specifically what caused the financial problems. Some attributed them to the state withholding funds from the school. Others said financial mismanagement was the cause. The school now has a 3-year deficit reduction plan in place.

[55] Severing ties with the for-profit, however, is becoming more complex. That organization just assumed responsibility for the loan the school (actually, a committee of parents and citizens) took out to buy the land on which the school now sits.

It is the Board and the for-profit organization which make the budget decisions, determining how the school's resources will be allocated. Adams is in the process of reviewing for later adoption a policy handbook, which is being developed in cooperation with the school's sponsoring university.

THE SCHOOL'S RELATIONSHIP TO THE LOCAL SCHOOL DISTRICT

Perhaps because it used to be part of the district, Adams maintains a very cooperative and collegial relationship with the local school district. The charter school is part of a consortium, with the local district, for Goals 2000 money, Gifted and Talented Education (GATE) programs, Eisenhower funds, and the like.

In addition, the district provides professional development for Adams teachers, and there is much conversation back and forth between Adams staff (teachers and administrators) and district employees regarding various educational matters.

THE INSTRUCTIONAL PROGRAM

Adams is organized around an environmental science theme. All of the curriculum is geared to exploration of the environment and environmental concerns.

The school's philosophy is straightforward:

> Believing that all students can learn, Adams Charter School, in cooperation with parents and community members, is committed to providing a safe environment that will foster creativity, promote academic achievement, and develop sound character and citizenship principles emphasizing responsibility to the environment and society while maintaining and improving each child's self-esteem and self-concept.

Class sizes in all grades are limited to 22 students per class. Much emphasis is placed on one-on-one instruction, both in the form of teacher assistance and student peer assistance.

The faculty is in the process of rewriting the school's curriculum. When the new administrator took over, he reviewed the curriculum and determined that it did not sufficiently encompass the school's environmental emphasis. Moreover, he was not convinced that the existing course of study was appropriately aligned with the state's curriculum frameworks. Teachers agreed with him on both counts. They are now engaged in a comprehensive effort to redesign the curriculum in all grades and for all subjects.

The school's average annual per pupil expenditure is $7,800—a figure that appears rich to many public school districts, but is actually lower than expenditures in Adams' neighboring public school district. The school uses some of its dollars to employ art, music, and physical education specialists.

As admission is by lottery, the school enrolls students with various kinds of needs. Tension has arisen over the special education program. The for-profit management company requires that special education programs adopt the inclusion model, however, does not allocate resources for classroom support for special education students. Adams' administrator is implementing a partial inclusion model and is endeavoring to convince the for-profit to "let go" of some dollars for what he believes is necessary support for the students.

All students are required to take the Comprehensive Test of Basic Skills (CTBS) and the state's own battery of assessments.

PARENT INVOLVEMENT

Parent involvement is a significant component of Adams' program. Parents, of course, compose the school's Board of Directors. In addition, parents are evident on the school as volunteers in the classrooms and as assistants in the office, answering phones, dealing with students who wander in, and generally assisting the office manager.

On the day of the site visit, a parent who is a marine biologist was busy maintaining the school's fish tank. The fish in the tank are one of a number of endangered species and Adams, in cooperation with the state's Fish and Wildlife Department, is working on a project designed to save this species from extinction. Other parents, at the end of the day were returning with teachers from a field trip. Still others were helping with a school clean up project and assisting teachers to set up Adams' new greenhouse.

As much parent involvement as there seems to be at the school, teachers report that the level has decreased. "We have lots more single moms here this year," they explain, "and they just don't have the time to spend at the school."

Parents are not the only people who are involved with the school. Adams has launched a Community-supported agriculture program, as part of its environmental sciences curriculum.

WHO ARE ADAMS SCHOOL'S TEACHERS?

Adams employees 40 teachers, all of whom are certified. Some have a good deal of previous teaching experience; others are quite new to the profession. Many have taught in other public schools.

Several of the school's teachers say they are at Adams because "a job was available and I was hired." The school is situated in an area of the state that is both quite popular and has a scarcity of teaching positions. Others chose the school specifically for its environmental sciences focus.

TEACHERS' WORKING CONDITIONS

What do the conditions of employment look like for Adams' teachers?

Management and Decision Making

Day-to-day administration of the school is under the aegis of a former public school administrator who holds the title "interim superintendent."[56] He is responsible, on a day-to-day basis, for, as he says, "everything," from employee supervision to student discipline to serving as the liaison with the Board, to grant writing.

Decisions are made largely by the school administrator though he personally values teacher involvement, so he tries to include teachers in decisions about matter such as hiring and curriculum. Teachers also do much of the scheduling for classes kindergarten through 7th grade. (The administrators schedules the 8th, 9th, and 10th grade classes.) However, the school has no policy about teacher involvement in decision making, and nearly all of the final decisions on matters of substance are the province of the for-profit management firm.

Written Agreements

Teachers are hired as "at-will" employees. The agreement they must sign with the for-profit management group states, "You or the ... [name of the for-profit] may terminate your employment at any time, for any reason or for no reason." Duties and responsibilities are assigned by the school's administrators "and will be based on the needs of the [school]."

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[56] The founder of the school has recently left to go to work for the for-profit management group with which Adams' Board has contracted. The interim superintendent hopes that, by the end of the school year, his temporary position will become permanent.

When teachers are hired, they are provided with an Employee Handbook. They must sign the first page of the Handbook, which acknowledges that the for-profit company "reserves the right to alter, amend, modify, change, or terminate any of the policies or benefits described herein at any time, with or without notice to employees."

Teacher Hiring

All teachers are employees of the for-profit organization that manages the school. When a teaching opening occurs at Adams, the for-profit company advertises the opening in local (and sometimes other) newspapers. Applicants are instructed to send their resumes to the school. Adams' administrator, and sometimes teachers, conduct interviews with those individuals whose resumes appear most promising. The interview team sends its recommendations to the for-profit organization, which makes the final selection.

The for-profit organization, which manages several charter schools in this state and in others, is establishing a kind of transfer policy to make it possible for teachers to move from one school the company manages to another school managed by the company.

Salaries and Benefits

Salaries are set by the for-profit organization. They are described, by the school's administrator, as "at the low end of the middle group." Beginning annual salaries are $24,500. Annual salary raises will be determined by a system of merit pay being developed by the for-profit. Every three years, the company may also adjust base levels of pay "consistent with the relevant labor market."

Teachers are provided with benefits, including medical, dental, vision, life insurance, long-term disability and a 401(k) retirement plan.

Opportunities for Professional Development

Most professional development for Adams teachers is provided through the local public school district. Sometimes the school also offers on site staff development, particularly in areas that are closely tied to the school's curricular theme, Each teacher annually receives a $300 allotment for professional development *outside* of the local school district (e.g, attendance at professional conferences, etc.).

Time is not currently set aside during the schoolday for professional development activities. However, Adams has now organized a school improvement team, one of whose goals is to consider different ways of allocating time so that teachers can participate in staff development during the salaried work day.[57]

The for-profit management group distributes its own newsletter to the Adams faculty. A recent issue highlights the company's success in securing a large grant from the federal government for professional development purposes. According to the company, professional development will be offered to the charter schools it manages in some of the following areas: classroom management, conflict resolution, internet training, inclusion strategies, quality schools model training, and understanding high risk behaviors in youth.

Teacher Evaluation

Evaluation is the responsibility of the school administrator. The evaluation procedure is being established by the for-profit organization that manages the school. The administrator understands that it is likely to include (like most teacher evaluation systems) a pre-observation conference, classroom observations, and a post-observation conference. Teachers also likely will be asked to develop individual professional development plans.

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[57] Finding time during the day at Adams is made even trickier by the fact that the teachers eat lunch in their classrooms with the students.

A peer assistance and review system originally was proposed by the former administrator for the school. Teachers rejected the idea, saying they prefer an administrator-driven appraisal system.

The school has also established a mentoring system for new teachers, as mandated by the state. Mentors, who meet as a group every two weeks, help their mentees to develop individual professional development plans, conduct classroom observations, and prepare the evaluation of those new teachers under their tutelage. The copy of this evaluation is transmitted to the school administrator, who uses it as part of his own evaluation of the new teachers.

SUPPORT STAFF

All support staff, like all teachers and the school administrators, are employees of the for-profit management company. They, too, are employed on annual "at-will" contracts.

HOW TEACHERS SEE THINGS

Teachers at Adams are generally pleased with their teaching environment. They uniformly report that colleagues work well together, are cooperative and collegial. Several describe the "family atmosphere" of the school. "We rely a lot on each other," they say.

A few teachers attribute the high level of faculty cohesion to teachers being involved in the hiring process. As one explains, "We are able to fill positions with other teachers who are a good 'fit' with this school."

Teachers feel they have adequate decision making authority. They believe they are involved in decisions where their involvement is "appropriate," and that they have "a fair amount of say" in issues of importance to them. Several point to "the freedom to teach kids the way I want" and opportunities to integrate outdoor education into classroom instruction as very positive factors for them. The one complaint that seems universal is about the shortage of supplies and materials.

Experienced teachers say their salaries are lower than in their previous teaching positions[58], but some say their benefits are better at Adams. Those teachers who formerly taught in other public schools in the state are a bit distressed that they are not part of the state's retirement system, in which they had already accrued time.

Several teachers express mild discomfort with the for-profit organization that has assumed management of the school. However, they all vow patience. "This is the first year, so the jury's still out. I'm willing to give them a chance." Those who had been at Adams the previous year point to one improvement the company has made: "At least now," they say, "we get our paychecks on a regular basis."

In each year Adams has operated, teachers have been asked about joining the local teachers association (or forming their own chapter). And each year, they have soundly rejected the idea. Says one teacher, while several of her colleagues nodded in assent, "We don't need a union. We've got what we need here. A union would be an intrusion."

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[58] Teachers have never seen a salary schedule.

WHAT CAN WE GLEAN FROM THE CASE STUDIES?

Five case studies do not provide adequate data on which to base firm conclusions. But they do raise issues that are worth further study and additional review. What can we learn from these snapshot studies?

Some charter schools are not only autonomous from a school district, they do not much see themselves as part of a public school system. They believe their independence is key to their success. This operational independence extends to the freedom unilaterally to hire and fire teachers, establish their levels of wages and benefits, set all other terms and conditions of employment—and often change these conditions "at-will." Teachers in these charter schools seem unconcerned with this situation.

Charter teachers are not necessarily involved in high levels of decision making on critical matters such as selecting personnel, shaping the curriculum, or determining how (the mostly public) dollars are allocated. In some instances, teachers prefer not to play a significant role in these matters. In others, they are neither given the choice nor offered the opportunity.

Some schools offer teachers significant teacher-determined professional development; others constrain choice and opportunities. Evaluation of professional practice tends toward administratively-driven systems.

The case of the conversion charter—though it is just one school—offers an interesting model worth watching. Here is a school that seems to have found a way to create an atmosphere of innovation and freedom from bureaucratic rules and regulations while maintaining its affiliation with the local public school district.

CHAPTER FIVE

Conclusions and Recommendations

This study represents an effort at an initial understanding of charter school teachers' professional conditions of employment. Research results begin to sketch the outline of emerging patterns and trends.

We know from previously published literature on charter schools that many charter teachers formerly taught in other public schools, and that teachers' unions and associations are not much of a presence in the world of charters. These data are confirmed by the results of the survey conducted for this study. In addition, survey results reveal that most charter teachers are credentialed and work in schools begun by teachers, administrators, parents, or a combination of these.

Just about half the teachers in charter schools are covered by a collectively bargained contract. For most, professional conditions of employment are established by school-based agreements of some sort. Morale is high. By a three to one margin, charter school teachers say they would again to choose a charter teaching experience.

Finally, from the snapshot case studies, a more detailed picture of charter teachers' work lives emerges. Many charter school faculties are composed of teachers with public school backgrounds. They selected charter schools because the schools promised freedom from bureaucratic encumbrances and a focus on teaching and learning. Many charter teachers say they have found this professional environment.

Yet, it would seem, professional "freedom," where it exists, comes at a price. Often teachers have little control over their *conditions* of employment. Instead, those conditions are determined by a school-based governing board, or the company to which the board cedes managerial, and sometimes curricular, control. So, on the one hand, teachers believe they are treated as professionals in charter schools. On the other, the ability to shape the conditions which create a professional and productive environment—among the seminal hallmarks of a profession—is often absent.

We end this report with a beginning set of observations and suggestions for further study.

General Observations

OBSERVATION #1:

Charter schools are not always viewed as *public* institutions.

This observations becomes particularly striking as a result of the case studies. With the exception of the conversion charter (and, to a much lesser extent, the environmental sciences charter that was formerly part of the local school district), teachers and administrators view their schools as *independent* from the public education system. If one purpose of charter schools is to serve as laboratories, or staging grounds, for innovations that have promise for the wider public education community, it is unlikely that this purpose can be well served if charter schools see little or no relationship between themselves and their local school districts. Charter schools managed by some of the for-profit organizations, *in particular*, do not see themselves as part of a public education system.

OBSERVATION #2:

Teachers in charter schools hold relatively traditional conceptions of their professional roles.

Teachers' levels of decision making authority on matters of educational substance are generally quite modest. Teachers themselves do not express strong desire to play more significant roles in shaping their school environments. They see their professional boundaries in quite conventional terms—principally, being in charge of what goes on in their own classrooms.

If charter schools are envisioned as a way for teachers, as professionals, to exert greater influence over the education programs in which they work, this promise is unlikely to be fulfilled *simply* because a school achieves charter status. The teaching and learning environment in charter schools is often shaped as much, and sometimes more, by school administrators and governing board members as in other public schools—and this fact seems not to be troubling to charter teachers.

OBSERVATION #3:

Teachers' unions and associations, at least as they are perceived by many charter school teachers, have no role in teachers' professional lives.

Teachers in charter schools, especially those with public school backgrounds, carry with them to their charter assignments their own experiences with teachers' unions and associations as well as the conventional wisdom surrounding these organizations. These teachers tend, on balance, to view unions and associations as another component of the educational bureaucracy, part of the problem not part of the solution. They see little need for contracts, in conventional terms, and believe union or association presence at their school is neither warranted nor would be welcome.

These teachers will not likely willingly join an organization simply because that organization offers "protection," one of the historic functions of unions and associations. They do not, by and large, believe they need protection. Time will prove them either right or wrong.

Likewise, these teachers have little desire, and see even less need, for the professional solidarity of collective bargaining and the results of its efforts—the contract. Traditional collectively bargained agreements are viewed by charter teachers as documents which tend to inhibit rather enhance professional discretion. Moreover, attachment to a districtwide collective bargaining agreement is a moot issue for the growing number of teachers in charter schools that are independent from their public school districts.

Consideration might be given to introducing charter school teachers to the notion of school-based compacts. These agreements accomplish three purposes simultaneously by weaving together: 1) the substantial opportunities to create *school-based* educational programs inherent in charter schools, 2) focusing on *institutional* rather than individual welfare (what is good for students rather than for the adults who work in the schools), and 3) making it the responsibility of teachers, in cooperation with administrators, the school's support staff, and parents, to make decisions about critical matter such as personnel, resource allocation, and curriculum (Kerchner, Koppich, and Weeres, 1997). The basic "bargain" struck with compacts, as it is with charter schools, is authority for accountability.

Recommendations for Further Study

RECOMMENDATION #1 :

Continue to "track" the emerging differences between new start-up and conversion charters.

Both the teacher survey and the case studies which are part of this research reveal emerging differences between charters that are created as new schools and "regular" public schools that convert to charter status. More information should be gathered about these differences as a means better to inform the analysis of charter school patterns and trends.

RECOMMENDATION #2 :

Review more intensively charter schools that are managed by for-profit organizations.

Survey data and case study results suggest significant differences, both in terms of teachers' conditions of employment and of the extent of "publicness," between charter schools that are managed by for-profit organizations and those that are not. These differences bear closer scrutiny.

RECOMMENDATION #3 :

Develop a more specific and detailed understanding of the various forms of charter school teachers' employment contracts.

There is an emerging set of questions, the answers to which could contribute significantly to a more complete understanding of charter school teachers' professional conditions of employment. For charter school teachers who are covered by districtwide collectively bargained agreements, what provisions of the contract are preserved and which are waived? What is the process for waiving contract provisions, and what is the history of successful and unsuccessful waiver attempts? For teachers whose working conditions are shaped by school-based agreements, what is the nature of these agreements? What provisions do they contain? How were they developed? Are they legally binding? For teachers with individual employment contracts, what are the elements of these? Are they all "at-will" agreements? What are the legal and professional ramifications of such contracts?

A FEW FINAL WORDS

This study has endeavored to shed light on charter schools and the professional conditions under which their teachers provide instruction. The research has uncovered a number of patterns and trends emerging from the charter school experience. The data provide irrefutable aid and comfort neither to charter schools' most ardent advocates nor to their most virulent critics. Rather, as this report suggests, there is much to be learned, much to be studied, and many questions to be answered before a verdict on charter schools can be pronounced.

APPENDIX A

Study Methodology

This study explores the ways in which charter schools are beginning to influence teachers' professional lives and examines emerging evidence about the working conditions of teachers in charter schools. Three primary research methodologies and data collection strategies have been used to gather information about these topics.[1] These methodologies include:

- a thorough review and analysis of charter school research literature,
- a survey of a sample of charter school teachers, and
- brief case studies of several charter schools.

A detailed description of the survey and case study methodology follows.

SURVEY METHODOLOGY

Designing the Survey

The survey of charter school teachers used for this study was designed to accomplish several purposes. The primary purpose was to gather information from charter schools in order to begin to paint a still-developing picture of their working conditions. Another purpose was to gain, from teachers' perspectives, information regarding charter schools' management structure, the extent to which teachers have been able to exercise leadership in developing that structure, and to determine how, if at all, teaching in a charter school is different from teaching in other (public or private) schools. The survey was also intended to begin to form a profile of teachers currently working in charter schools.

In order to better understand each of these issues, survey questions were developed around four broad topics. Teachers were asked to describe the school in which they work; their working conditions and opportunities for professional development; their perceptions of teacher decision making authority in essential school management functions; and their own teaching background.

Principles for Selecting the Sample

Charter schools vary considerably along a number of key dimensions, including size, location, program, grade configuration, and years of operation. Because of the particular focus of this study, the survey sample was not intended to be generalizable to the universe of charter schools. Consequently, the sample selection was not conducted by pure random assignment. In order to generate a sample tailored to features of charter schools believed to be important given the purposes of the survey, the following three guiding principles were employed as "decision rules" for sample selection:

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[1] See also Appendix C—a state by state summary of charter school legislation.

First principle: Survey teachers in schools with sufficient operational history

Charter schools are a relatively new phenomenon in the nation's public education system. Although it is important to understand the kinds of conditions under which teachers are working, the tensions and uncertainties in the initial phases of starting a new school (or even converting a public school) add a set of variables that make reasonable assessment of teachers' conditions of employment unfair and unreliable.

While many states enacted charter school legislation beginning in the early 1990s, the actual implementation from proposal to a school ready for students took time. By 1998, some 32 states plus the District of Columbia had charter school laws. According to the multi-year, federally funded national study of charter schools conducted by RPP International, only 10 states were found to have charter schools in operation by 1995. Now, the number of schools appears to be growing rapidly. According to the Center for Education Reform, about 230 charter schools were operating in 1995. By 1996, this number had grown to more than 500 schools. The National Conference of State Legislatures estimated, in 1998, there are more than 800 charter schools nationwide, serving approximately 170,000 students. *However, most of these schools have been open for a very short period of time.*

The sample of charter school teachers for this survey was restricted to teachers working in schools that have been operating for at least two years. This strategy limited the responses to the survey to more established schools, at least more established in the charter school realm. Eight states were found to have charter schools that fit the required criteria, in other words, schools that have been operational for at least two years and sufficient numbers of charter schools to be included in a survey sample. The states from which the teacher sample was drawn are Arizona, California, Colorado, Georgia, Massachusetts, Michigan, Minnesota, and Wisconsin.[2] (see Figure A)

Second principle: Select state samples representative of the state's proportion of the overall total of the survey "universe."

States vary greatly in terms of the number of charter schools that have been established. Therefore, the number of charter school teachers within each state also varies greatly. For example, Arizona, California, and Michigan are states at the forefront of establishing charter schools. They have the largest total number of charter schools as well as the largest number of charter schools that have operated for at least two years. Wisconsin and Georgia, on the other hand, are states that, while having charter schools that are older than two years, have far fewer of them. Therefore, it was determined that the survey sample should reflect the state's proportion of the total number of teachers working in charters schools that have been open for at least two years. Since half of the teachers working in charter schools in operation for more than two years are in California, half of the sample selected was composed of California teachers. (See the Survey Methodology Chart for other state proportions.)

Third principle: Survey charter school teachers in small schools

According to most of the research, charter school teachers tend to work in smaller schools than their other public school teacher colleagues. The national study conducted by RPP International supports the contention that most charter schools are small, with 60 percent enrolling fewer than 200 students. Because it is thought that working conditions may be influenced by school size, the sample was structured to ensure that a sufficient number of teachers in smaller schools would be surveyed. In order to avoid over-representation in the sample of teachers in a few large schools, 25 percent of the sample was selected from teachers in schools with a staff of 10 or fewer faculty members.

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[2] While Hawaii and New Mexico have charter schools that have been operating for some time, they were not included in the study because of the small numbers of schools in these states.

Constructing the Survey Sample

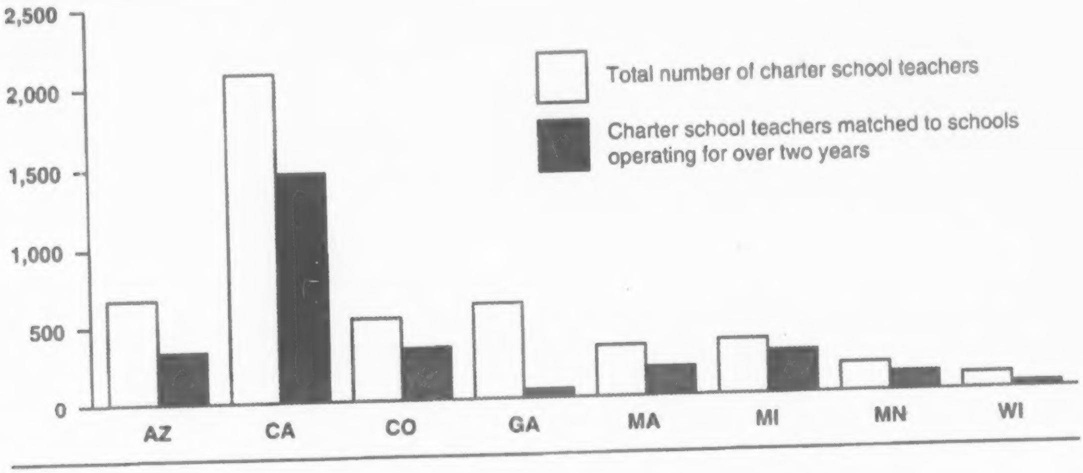
The three guiding principles described above were applied using the techniques which are described in this section. These techniques were employed to establish the database from which a random sample selection could take place.

First, a list of states with charter schools that have been operating for at least two years was developed. For this purpose, the 1996 National Charter School Directory, a publication of the Center for Education Reform that provides details about charter schools (including start-up dates, school contacts, and addresses), was analyzed. Through this means, eight states (Arizona, California, Colorado, Georgia, Massachusetts, Michigan, Minnesota, and Wisconsin) and 241 charter schools were identified.

The next step was to obtain the names and school addresses of charter school teachers from these eight states who were currently working in the identified schools. The names and addresses of all charter school teachers in each of these states were obtained from Market Data Retrieval (MDR), a data collection company that specializes in developing nationwide demographic educational databases. MDR collects extensive information about schools and also collects the names and job titles of administrators, teachers, and support personnel. These data are updated annually and are known to be quite accurate.[3]

While the MDR list contained accurate names and addresses for all charter school teachers, the company did not have information regarding when the school was estab-

FIGURE A — CHARTER SCHOOL TEACHERS (BY STATE)



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[3] Of the 700 surveys that were mailed using this list, only one was returned as undeliverable.

SURVEY METHODOLOGY CHART

	STATES								
	AZ	CA	CO	GA	MA	MI	MN	WI	TOTAL
Charter School Teacher Population									
Total number of charter school teachers	676	2,085	543	621	328	348	176	102	4,879
Charter school teachers matched to schools operating for over two years	343	1,466	342	66	177	277	125	43	2,839
State proportion of teachers working in schools operating for over two years (%)	*12%*	*52%*	*12%*	*2%*	*6%*	*10%*	*4%*	*2%*	*100%*
Charter School Survey Sample									
Number of surveys sent	85	361	84	16	44	68	31	11	700
Number of surveys sent to small schools (<10 teachers (25%) of sample)	21	90	21	4	11	17	8	3	175
Percent of surveys sent (%)	*12%*	*52%*	*12%*	*2%*	*6%*	*10%*	*4%*	*2%*	*100%*
Charter School Survey Response									
Number of surveys returned	29	117	40	5	15	13	8	5	232
Response rate (%) (returned/sent)	*34%*	*32%*	*48%*	*31%*	*34%*	*19%*	*26%*	*45%*	*33%*
Response rate (state % of total)	*13%*	*50%*	*17%*	*2%*	*6%*	*6%*	*3%*	*2%*	*100%*

lished. Therefore, it was necessary to compare the 1996 National Charter School Directory to the MDR list of names and addresses in order that a sample could be selected that was limited to teachers currently working in charter schools that have been open for at least two years. After comparing the two lists, a "match" of 2,839 teachers on the MDR and the National Charter School Directory was made.

A stratified random sample of 700 charter school teachers was selected from the possible 2,839 names *(first guiding principle)*. To ensure that the sample of teachers selected was representative of the state's proportion of the total number of teachers working in charter schools operating for at least two years, the number of teachers selected from each state was matched to that particular state's proportion of the total *(second guiding principle)*.

For example, of the total sample of 2,839 teachers, 343 (or 12%) were from Arizona; 1,466 (or 52%) were from California; 342 (or 12%) were from Colorado, and so on. The sample of 700 teachers was then divided among the states to reflect these percentages (i.e. 12 percent, or 85 surveys, were mailed to Arizona teachers; 52 percent, or 361 surveys, were mailed to California teachers; 12 percent, or 84 surveys, were mailed to Colorado teachers, etc.).

The sample was further structured to ensure that a sufficient number of teachers in smaller schools were surveyed *(third guiding principle)*. Twenty-five percent (or 175) of the 700 surveys were mailed to teachers in schools with staffs of 10 or fewer faculty members.

Survey Response Rates

Charter Schools Surveys were mailed to the selected sample of teachers at the end of

January 1998. Teachers were given until the end of February to return completed surveys. To help boost the response rate, stamped return envelopes were included. In addition, reminder cards were mailed to 10 percent of the sample approximately three weeks after the initial surveys went out.

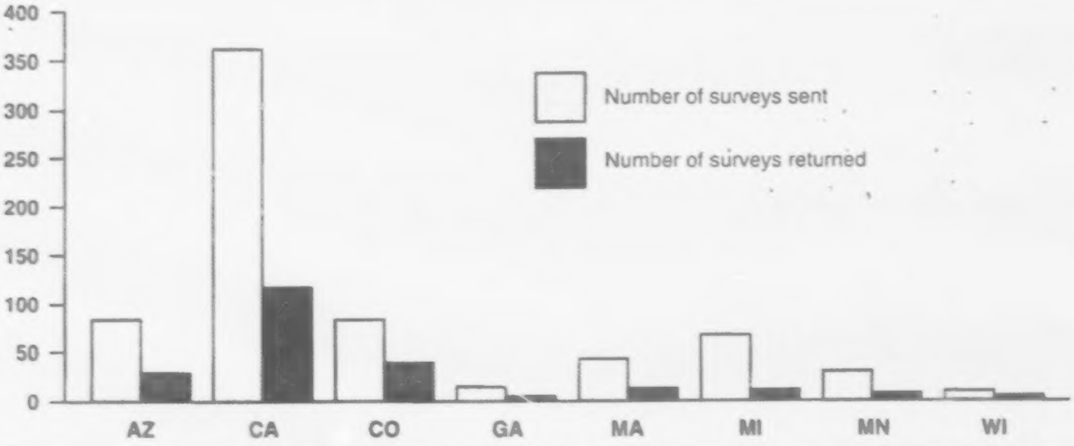
Overall, the response rate (number of surveys returned) was approximately 33 percent (or 232 completed surveys). Within each state, return rates roughly reflected that state's proportion of the total number of teachers sampled. For example, 13 percent of the returned surveys were from Arizona. Twelve percent of the sample was composed of Arizona teachers. Half of the surveys that were returned were from California teachers, who represented 52 percent of the original sample. Slightly lower returns were received from Michigan (6% of returns versus 10% of sample) and Minnesota (3% of returns versus 4% of sample). Higher returns were received from Colorado (17% of returns versus 12% of sample). Taken together, the state-by-state returns reflect an over-all balanced representation of teachers and the states in which they work.

Teachers who responded to the survey are employed in schools that roughly mirror the charter schools in the federally funded study conducted by RPP International of Emeryville, California. The RPP study found that more than 60 percent of charter schools have fewer than 200 students. Only 12 percent enroll more than 600 students.

Like the schools in the RPP study, slightly more than half of survey respondents (55.6%) work in schools with fewer than 400 students. The RPP also found that charter schools are more likely to use non-traditional grade configurations (11.2% have grades K-12). Likewise, more teachers who responded to this survey (13%) teach in schools with grades kindergarten through twelfth than in other public schools (1.2% of schools nationwide have a K-12 pattern).

The RPP study found that about three-fifths of charter schools are newly created schools, with most of the remaining schools classified as conversions (public and private). Slightly more than half of the teachers (51.3%) who responded to this survey work in newly created schools and another two-fifths (38.8%) teach in converted public schools. Only a small number (6 or 3%) of teachers who responded to the survey work in for-profit schools. While this is a small number in terms

FIGURE B — CHARTER SCHOOL TEACHER SAMPLE AND RESPONSE (BY STATE)



of overall response, it is important to note that for-profit charter schools are a relatively small proportion of the total number—approximately 11 percent.

CASE STUDY METHODOLOGY

Brief case studies, or profiles, of several charter schools are another component of this study. While the purpose of the survey was to ask teachers generally about their experiences working in charter schools, the case studies were intended to provide more details about individual charter schools and their teachers' conditions of employment. These profiles take a "snapshot" of each school and describe the school's programs along several dimensions. Teachers and other members of the school staff were interviewed about matters such as:

- the extent to which they are involved in the programs that are being developed;
- reasons they chose to work in a charter school;
- the nature of their professional conditions of employment;
- the kinds of opportunities they have for professional development; and,
- ways in which the schools are adapting school management structures and procedures given the more autonomous nature of charter school status.

The case studies also were designed to provide general information about how the schools were established and who was involved in their founding. (See Appendix D for the case study protocols.)

The first step in selecting schools to be profiled in the study was to select states at the forefront of charter school development. Two states, Arizona and California, were selected because of the large numbers of charter schools that have been established in each. Because of the study's focus on working conditions, the other two states selected for case studies were Michigan and Massachusetts, states which allow charters to be formed by for-profit entities. Several schools were identified in each state as potential case study sites. The initial list was then narrowed on the basis of several factors: schools that bring to light a large number of case study issues, schools that have not necessarily been inundated by other researchers and other research projects, schools that represent different forms of school management (i.e. for-profit), new start-ups and public schools that converted to charter status, and schools that reflect a variety of educational programs.

The primary data gathering strategies employed for the case studies included a thorough review of documents from each site, a one-day site visit to each school, and an analysis of the state's legislation governing the school (see Appendix C for the analysis of the legislation). The site visits included an interview with the principal or director and interviews with several faculty and staff members.

The same interview protocol was used at each site. The protocol included specific questions for the school's principal or director, others for the teachers and staff at the school, still others (where appropriate) for local school district and union staff.

Survey Questions and Results

Appendix B is organized in three sections. The first section contains the survey questions as they appeared to survey respondents. The second section consists of data tables with the responses to all questions organized by state and in aggregate total. Both frequencies and percentages are included. The third section includes the frequencies and percentages of selected cross tabulations used in the report. These are presented in three parts: type of school (i.e. new startup, public conversion, etc.) comparisons, grade level comparisons, and aggregate comparisons of working conditions.

CHARTER SCHOOLS SURVEY

Dear Charter School Teacher:

This survey is being sent to a random sample of charter school teachers in several states. As part of a larger ongoing study, the survey builds on my previous research on teachers' careers, opportunities for growth and advancement, and the nature of teachers' professional lives in reforming schools.

Please take the time—approximately 15 minutes—to complete the survey and return it in the enclosed stamped envelope. Your responses will remain completely confidential. Completed surveys should be returned by no later than February 6. If you have any questions, please feel free to contact me at the e-mail address listed directly below my signature.

Thank you in advance for your cooperation.

Sincerely,

Julia E. Koppich
Study Director
(e-mail: jkoppich@sirius.com)

SECTION I. ABOUT YOUR SCHOOL

Questions 1–12 ask for information about your school. Please place a check mark beside the letter that best represents your answer.

1. Which of the following best describes your school?
☐ A. New startup (e.g., this school did not previously exist)
☐ B. Converted from a regular public school
☐ C. Converted from a private school
☐ D. Started by a for-profit firm
☐ E. Home school

2. This school was initiated and developed mainly by
☐ A. a group of teachers
☐ B. the principal
☐ C. parents
☐ D. a collaborative of teachers and parents
☐ E. private entrepreneurs
☐ F. Other (please specify)
____

3. This school serves grades
☐ A. Kindergarten through 5
☐ B. 6–8
☐ C. 6–9
☐ D. 9–12
☐ E. K–12
☐ F. Other (please specify)
____

4. I would characterize the area in which this school is located as
☐ A. urban
☐ B. suburban
☐ C. rural

5. The number of students enrolled at this school is
☐ A. fewer than 100
☐ B. 100–249
☐ C. 250–400
☐ D. More than 400

6. This school [check more than one response, if appropriate]
☐ A. serves a racially and ethnically diverse population
☐ B. serves limited- and non-English-speaking students
☐ C. serves special education students

7. The program at this school
☐ A. Emphasizes specific subjects or areas (e.g., math, science, performing arts, technology). Please specify focus
____
____
☐ B. is organized on the basis of a nationally known and identifiable program (e.g., New American Schools Development Corporation design, Core Knowledge, Coalition of Essential Schools, Accelerated Learning). Please specify program.____________________
____
☐ C. Focuses specifically on basic skills
☐ D. Other (please specify)
____

8. This school has established measurable goals for what it expects students to know and be able to do.
☐ A. Yes
☐ B. No
☐ C. Don't know

If you answered "yes," proceed to Question 9. If you answered "no," skip to Question 10.

9. I use these school goals in determining what I will teach and how I will teach it.
☐ A. Yes
☐ B. No

10. Student achievement at this school is measured by
☐ A. scores on standardized tests
☐ B. portfolios of student work
☐ C. a combination of A and B
☐ D. Other (please specify)
____

11. The decision about what measures of student achievement to use was made by
☐ A. teachers
☐ B. school administrators
☐ C. the school's governing board
☐ D. the district school board
☐ E. Other (please specify)
____
☐ F. Don't know

12. This school
☐ A. contracts with the local school district for some services (please specify)
☐ B. contracts with other public agencies for some services (please specify)
☐ C. contracts with private businesses or organizations for some services (please specify)
☐ D. does not contract for any services
☐ E. Don't know

SECTION II. ABOUT YOUR WORKING CONDITIONS AND PROFESSIONAL DUTIES

Questions 13–43 ask about your working conditions, professional opportunities, and professional responsibilities.

13. My average class size is
☐ A. fewer than 10 students
☐ B. 10–15 students
☐ C. 16–20 students
☐ D. 21–30 students
☐ E. more than 30 students

14. The number of paid (salaried) schooldays in the school year is
☐ A. 170 or fewer
☐ B. 171–182
☐ C. more than 182

15. If a teacher is unhappy at this school, there is a procedure in place which allows him or her to transfer to another school.
☐ A. Yes
☐ B. No
☐ C. Don't know

16. I am currently covered by the same contract as other teachers in the school district.
☐ A. Yes
☐ B. No
☐ C. Don't know

If your answer to Question 16 is "yes," go on to question 17; if it is "no," skip to Question 19.

17. My school is allowed to waive provisions of the contract to accommodate this school's special needs or conditions.
☐ A. Yes
☐ B. No
☐ C. Don't know
If "yes," the provisions of the contract that have been waived are ____________________.

18. Our request for contract waivers is sometimes turned down.
☐ A. Yes
☐ B. No
☐ C. Don't know
If "yes," please describe the circumstances.
____

19. My working conditions are spelled out in a school-wide written agreement.
☐ A. Yes
☐ B. No
☐ C. Don't know
If "yes," what is the nature of the agreement? How was it developed? __________________

20. My working conditions are specified in an individual agreement (e.g., a personal services contract).
☐ A. Yes
☐ B. No
☐ C. Don't know

21. I have tenure in my job.
☐ A. Yes
☐ B. No
☐ C. Don't know

22. I do not have tenure, but I do have job security.
☐ A. Yes
☐ B. No
☐ C. Don't know
If "yes, please specify the nature of the job security. ______________________

23. The evaluation of my teaching is done by
☐ A. the principal (or head teacher)
☐ B. my peers
☐ C. Other (please specify)
____

24. If a teacher at this school receives a poor evaluation
☐ A. The teacher is offered assistance to improve
☐ B. The teacher loses his or her job
☐ C. Nothing happens
☐ D. The teacher is transferred to another school
☐ E. Other (please specify)
____

25. This school has a policy which allows me to take leaves of absence for specified reasons (e.g., illness, study, public service).
☐ A. Yes
☐ B. No
☐ C. Don't know

26. If I have a problem with the way my school is implementing a policy or decision, there is a procedure to handle this.
☐ A. Yes
☐ B. No
☐ C. Don't know

27. This school has established a procedure to deal with interpersonal disputes, disagreements, and conflicts that might arise among the staff.
☐ A. Yes
☐ B. No
☐ C. Don't know

28. This school has established means by which faculty (and others) discuss issues central to the smooth and effective operation of this school (e.g., curriculum, schedules, etc.).
☐ A. Yes
☐ B. No
☐ C. Don't know

29. The local teachers' union or association has been actively involved in helping this school establish working conditions and define operating rules.
☐ A. Yes
☐ B. No
☐ C. Don't know

30. Teachers at this school have time set aside during some school days for professional development.
☐ A. Yes
☐ B. No
☐ C. Don't know

31. We regularly set aside time at this school to discuss matters such as curriculum, scheduling, and the like.
☐ A. yes
☐ B. No
☐ C. Don't know

32. We regularly set aside time at this school to deal with staff conflicts or disagreements.
☐ A. Yes
☐ B. No
☐ C. Don't know

33. Most of the professional development in which I participate takes place at my school.
☐ A. Yes
☐ B. No

34. Teachers at this school decide what kind of professional development they need.
☐ A. Yes
☐ B. No
☐ C. Don't know

35. Teachers at this school participate in professional development activities with teachers from other schools in the district.
☐ A. Yes
☐ B. No
☐ C. Don't know

36. Money is set aside at this school for teachers' professional development.
☐ A. Yes
☐ B. No
☐ C. Don't know

37. My annual salary is
☐ A. less than $20,000
☐ B. $20,000-$29,000
☐ C. $30,000-$37,000
☐ D. More than $37,000

If you were employed at another public school before coming to this charter school, answer Question 38. If not, skip to Question 39.

38. My salary at this school, as compared to my salary at my previous school, is
☐ A. Higher
☐ B. About the same
☐ C. Lower

39. I have fringe benefits (e.g., health plan) for which my employer pays all or part of the cost.
☐ A. Yes
☐ B. No
☐ C. Don't know

40. I am part of a retirement plan to which my employer contributes.
☐ A. Yes
☐ B. No
☐ C. Don't know
If "yes," what kind of plan is it (e.g., state retirement plan, plan established by chartering agency, etc.)?

____

41. On the governing board for this school, teachers make up

☐ A. 5%–24% of board members
☐ B. 25%–49% of board members
☐ C. a majority of board members
☐ D. Other (please specify)

____

☐ E. Don't know

42. Support personnel (e.g., teachers' aides, clerical staff, custodians) are
☐ A. employees of this school
☐ B. employees of the school district
☐ C. students
☐ D. volunteers
☐ E. contract workers
☐ F. other (please specify)

____

For question 43, please answer by circling the right number from 1 to 5, where 1 means "strongly agree" and 5 means "strongly disagree."

43. Teachers at this school have substantial authority to make decisions about

(a) teacher hiring	1	2	3	4	5
(b) administrator hiring	1	2	3	4	5
(c) support staff hiring	1	2	3	4	5
(d) teacher assignment	1	2	3	4	5
(e) teacher evaluation	1	2	3	4	5
(f) curriculum	1	2	3	4	5
(g) selection of instructional materials	1	2	3	4	5
(h) length of the school day	1	2	3	4	5
(i) length of the school year	1	2	3	4	5
(j) assignment of students to classes	1	2	3	4	5
(k) student discipline policy	1	2	3	4	5
(l) how dollars are spent	1	2	3	4	5

44. Parents are significantly involved in making educational decisions at this school.
☐ A. Yes
☐ B. No
☐ C. Don't know

45. Support staff are significantly involved in making educational decisions at this school.
☐ A. Yes
☐ B. No
☐ C. Don't know

46. I would characterize staff morale at this school as
☐ A. high
☐ B. fair to middling
☐ C. low

SECTION III. A LITTLE ABOUT YOU

The next few questions will tell us a little more about you.

47. I choose to teach in a charter school because (check more than one, if appropriate)
☐ A. I have the freedom to teach the way I want
☐ B. I am able to teach the kinds of students I want
☐ C. There is less violence here
☐ D. I have freedom from school district rules and regulations
☐ E. There is no teacher union or association involvement
☐ F. The teacher union or association is directly involved in this school
☐ G. Other (please specify)
____

48. If I had it to do over again, I would choose to teach in a charter school.
☐ A. Yes
☐ B. No
☐ C. Don't know

49. The total number of years I have taught is
☐ A. less than 2 years
☐ B. 2–4 years
☐ C. 5–15 years
☐ D. more than 15 years

50. My previous teaching experience (before coming to this school) was
☐ A. in public schools
☐ B. in private schools
☐ C. in both public and private schools
☐ D. no previous teaching experience

51. I am currently licensed (credentialed) to teach.
☐ A. Yes
☐ B. No

If yes, in what area or discipline(s)?

____

52. I am currently teaching in the subject or grade area in which I am licensed.
☐ A. Yes
☐ B. No

53. I am
☐ A. male
☐ B. female

54. I would describe myself as
☐ A. African-American
☐ B. Asian
☐ C. Caucasian
☐ D. Hispanic
☐ E. Other (please specify)

____

55. I am a member of a teachers' union or association.
☐ A. Yes
☐ B. No

SECTION IV.
AND ONE FINAL QUESTION . . .

56. If I could change one thing about my job, it would be

Please use the remaining space (or the back of this page) to tell us anything you would like about your school—or about charter schools in general—that we may not have asked.

OPTIONAL:

Name ______________________________

State ______________________________ School ______________________________

THANK YOU !

Responses to Survey Questions

State by State and Aggregate Frequencies and Percentages

Note: Grand total column represents aggregate frequency and percentage

SECTION I. ABOUT YOUR SCHOOL

Question 1. Which of the following best describes your school?

FREQUENCY

Count of Survey #1

	STATE								GRAND
TYPE OF SCHOOL	AZ	CA	CO	GA	MA	MI	MN	WI	TOTAL
new start up	21	25	39	0	11	7	7	5	115
public conversion	1	79	0	5	0	2	0	0	87
private conversion	3	2	0	0	0	3	0	0	8
for-profit	1	0	1	0	4	0	0	0	6
home	0	8	0	0	0	0	0	0	8
(blank)	3	3	0	0	0	1	1	0	8
Grand Total	**29**	**117**	**40**	**5**	**15**	**13**	**8**	**5**	**232**

PERCENTAGE

Count of Survey #1

	STATE								GRAND
TYPE OF SCHOOL	AZ	CA	CO	GA	MA	MI	MN	WI	TOTAL
new start up	81%	22%	98%	0%	73%	58%	100%	100%	51%
public conversion	4%	69%	0%	100%	0%	17%	0%	0%	39%
private conversion	12%	2%	0%	0%	0%	25%	0%	0%	4%
for-profit	4%	0%	3%	0%	27%	0%	0%	0%	3%
home	0%	7%	0%	0%	0%	0%	0%	0%	4%
Grand Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Question 2. This school was initiated and developed mainly by: (multiple answers selected)

A. A group of teachers

FREQUENCY

Count of Survey #2A

	STATE								GRAND
TEACHERS	AZ	CA	CO	GA	MA	MI	MN	WI	TOTAL
yes	3	38	3	1	0	2	1	1	49

PERCENTAGE

Count of Survey #2A

	STATE								GRAND
TEACHERS	AZ	CA	CO	GA	MA	MI	MN	WI	TOTAL
yes	10%	32%	8%	20%	0%	15%	13%	20%	21%
(blank)	90%	68%	93%	80%	100%	85%	88%	80%	79%
Grand Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

B. The principal

FREQUENCY

Count of Survey #2B

	STATE								GRAND
THE PRINCIPAL	AZ	CA	CO	GA	MA	MI	MN	WI	TOTAL
yes	3	41	3	3	1	2	1	1	55

PERCENTAGE

Count of Survey #2B

	STATE								GRAND
THE PRINCIPAL	AZ	CA	CO	GA	MA	MI	MN	WI	TOTAL
yes	10%	35%	8%	60%	7%	15%	13%	20%	24%
(blank)	90%	65%	93%	40%	93%	85%	88%	80%	76%
Grand Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

C. Parents

FREQUENCY

Count of Survey #2C

	STATE								GRAND
PARENTS	AZ	CA	CO	GA	MA	MI	MN	WI	TOTAL
yes	1	15	26	0	1	3	2	0	48

PERCENTAGE

Count of Survey #2C

	STATE								GRAND
PARENTS	AZ	CA	CO	GA	MA	MI	MN	WI	TOTAL
yes	3%	13%	65%	0%	7%	23%	25%	0%	21%
(blank)	97%	87%	35%	100%	93%	77%	75%	100%	79%
Grand Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

D. A collaborative of teachers and parents

FREQUENCY

Count of Survey #2D

	STATE								GRAND
TEACHERS/PARENTS	AZ	CA	CO	GA	MA	MI	MN	WI	TOTAL
yes	4	25	8	3	5	4	4	2	55

PERCENTAGE

Count of Survey #2D

	STATE								GRAND
TEACHERS/PARENTS	AZ	CA	CO	GA	MA	MI	MN	WI	TOTAL
yes	14%	21%	20%	60%	33%	31%	50%	40%	24%
(blank)	86%	79%	80%	40%	67%	69%	50%	60%	76%
Grand Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

E. Private entrepreneurs

FREQUENCY

Count of Survey #2E

PRIVATE ENTREPRENEURS	STATE								GRAND TOTAL
	AZ	CA	CO	GA	MA	MI	MN	WI	
yes	4	25	8	3	5	4	4	2	55

PERCENTAGE

Count of Survey #2E

PRIVATE ENTREPRENEURS	STATE								GRAND TOTAL
	AZ	CA	CO	GA	MA	MI	MN	WI	
yes	17%	2%	0%	0%	40%	0%	0%	0%	6%
(blank)	83%	98%	100%	100%	60%	100%	100%	100%	94%
Grand Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

F. Other

FREQUENCY

Count of Survey #2F

OTHER	STATE								GRAND TOTAL
	AZ	CA	CO	GA	MA	MI	MN	WI	
yes	12	18	3	0	3	3	0	2	41

PERCENTAGE

Count of Survey #2F

OTHER	STATE								GRAND TOTAL
	AZ	CA	CO	GA	MA	MI	MN	WI	
yes	41%	15%	8%	0%	20%	23%	0%	40%	18%
(blank)	59%	85%	93%	100%	80%	77%	100%	60%	82%
Grand Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Question 3. This school serves grades

FREQUENCY

Count of Survey #3

	STATE								GRAND TOTAL
GRADE LEVEL	AZ	CA	CO	GA	MA	MI	MN	WI	
elementary (k-5/6)	0	53	6	4	1	3	2	2	71
middle or junior high	1	13	0	0	3	0	0	0	17
high school	13	17	0	0	1	4	0	0	35
k-8/10	8	22	15	1	7	2	4	0	59
middle and HS combined	3	4	8	0	1	0	0	3	19
k-12	4	7	11	0	2	4	2	0	30
(blank)	0	1	0	0	0	0	0	0	1
Grand Total	**29**	**117**	**40**	**5**	**15**	**13**	**8**	**5**	**232**

PERCENTAGE

Count of Survey #3

	STATE								GRAND TOTAL
GRADE LEVEL	AZ	CA	CO	GA	MA	MI	MN	WI	
elementary (k-5/6)	0%	46%	15%	80%	7%	23%	25%	40%	31%
middle or junior high	3%	11%	0%	0%	20%	0%	0%	0%	7%
high school	45%	15%	0%	0%	7%	31%	0%	0%	15%
k-8/10	28%	19%	38%	20%	47%	15%	50%	0%	26%
middle and HS combined	10%	3%	20%	0%	7%	0%	0%	60%	8%
k-12	14%	6%	28%	0%	13%	31%	25%	0%	13%
Grand Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Question 4. I would characterize the area in which this school is located as

FREQUENCY

Count of Survey #4

	STATE								GRAND TOTAL
LOCATION	AZ	CA	CO	GA	MA	MI	MN	WI	
urban	14	38	12	1	9	4	6	4	88
suburban	6	50	20	3	4	2	2	0	87
rural	9	25	6	1	2	7	0	1	51
(blank)	0	4	2	0	0	0	0	0	6
Grand Total	**29**	**117**	**40**	**5**	**15**	**13**	**8**	**5**	**232**

PERCENTAGE

Count of Survey #4

	STATE								GRAND TOTAL
LOCATION	AZ	CA	CO	GA	MA	MI	MN	WI	
urban	48%	34%	32%	20%	60%	31%	75%	80%	39%
suburban	21%	44%	53%	60%	27%	15%	25%	0%	38%
rural	31%	22%	16%	20%	13%	54%	0%	20%	23%
Grand Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Question 5. The number of students enrolled at this school is

FREQUENCY

Count of Survey #5

NUMBER OF STUDENTS	STATE AZ	CA	CO	GA	MA	MI	MN	WI	GRAND TOTAL
<100	9	11	1	0	0	3	3	2	29
100-249	10	18	17	0	7	8	3	3	66
250-400	4	9	14	1	2	2	2	0	34
>400	6	79	8	4	6	0	0	0	103
Grand Total	**29**	**117**	**40**	**5**	**15**	**13**	**8**	**5**	**232**

PERCENTAGE

Count of Survey #5

NUMBER OF STUDENTS	STATE AZ	CA	CO	GA	MA	MI	MN	WI	GRAND TOTAL
<100	31%	9%	3%	0%	0%	23%	38%	40%	13%
100-249	34%	15%	43%	0%	47%	62%	38%	60%	28%
250-400	14%	8%	35%	20%	13%	15%	25%	0%	15%
>400	21%	68%	20%	80%	40%	0%	0%	0%	44%
Grand Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Question 6. This school (check more than one response)
A. Serves a racially and ethnically diverse population

FREQUENCY

Count of Survey #6A

RACIAL/ETHNIC POPULATION	STATE AZ	CA	CO	GA	MA	MI	MN	WI	GRAND TOTAL
yes	24	86	23	3	10	7	4	5	162

PERCENTAGE

Count of Survey #6A

RACIAL/ETHNIC POPULATION	STATE AZ	CA	CO	GA	MA	MI	MN	WI	GRAND TOTAL
yes	83%	74%	58%	60%	67%	54%	50%	100%	70%
(blank)	17%	26%	43%	40%	33%	46%	50%	0%	30%
Grand Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

B. Serves limited and non-English speaking students

FREQUENCY

Count of Survey #6B

LIMITED/NON-ENGLISH SPEAKING STUDENTS	STATE								GRAND TOTAL
	AZ	CA	CO	GA	MA	MI	MN	WI	
yes	9	73	7	2	6	2	2	2	103

PERCENTAGE

Count of Survey #6B

LIMITED/NON-ENGLISH SPEAKING STUDENTS	STATE								GRAND TOTAL
	AZ	CA	CO	GA	MA	MI	MN	WI	
yes	31%	62%	18%	40%	40%	15%	25%	40%	44%
(blank)	69%	38%	83%	60%	60%	85%	75%	60%	56%
Grand Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

C. Serves special education students

FREQUENCY

Count of Survey #6C

SPECIAL EDUCATION STUDENTS	STATE								GRAND TOTAL
	AZ	CA	CO	GA	MA	MI	MN	WI	
yes	18	85	31	2	13	9	7	3	168

PERCENTAGE

Count of Survey #6C

SPECIAL EDUCATION STUDENTS	STATE								GRAND TOTAL
	AZ	CA	CO	GA	MA	MI	MN	WI	
yes	62%	73%	78%	40%	87%	69%	88%	60%	72%
(blank)	38%	27%	23%	60%	13%	31%	13%	40%	28%
Grand Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Question 7. The program at this school (multiple responses selected)

A. Emphasizes specific subjects or areas (e.g. math, science, performing arts, technology)

FREQUENCY

Count of Survey #7A

SPECIFIC SUBJECTS	STATE								GRAND TOTAL
	AZ	CA	CO	GA	MA	MI	MN	WI	
yes	14	49	10	0	8	4	2	3	90

PERCENTAGE

Count of Survey #7A

SPECIFIC SUBJECTS	STATE								GRAND TOTAL
	AZ	CA	CO	GA	MA	MI	MN	WI	
yes	48%	42%	25%	0%	53%	31%	25%	60%	39%
(blank)	52%	58%	75%	100%	47%	69%	75%	40%	61%
Grand Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

B. Is organized on the basis of a nationally known and identifiable program

FREQUENCY

Count of Survey #7B

PROGRAM	STATE								GRAND TOTAL
	AZ	CA	CO	GA	MA	MI	MN	WI	
yes	2	6	19	2	5	1	0	0	35

PERCENTAGE

Count of Survey #7B

PROGRAM	STATE								GRAND TOTAL
	AZ	CA	CO	GA	MA	MI	MN	WI	
yes	7%	5%	48%	40%	33%	8%	0%	0%	15%
(blank)	93%	95%	53%	60%	67%	92%	100%	100%	85%
Grand Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

C. Focuses specifically on basic skills

FREQUENCY

Count of Survey #7C

BASIC SKILLS	STATE								GRAND TOTAL
	AZ	CA	CO	GA	MA	MI	MN	WI	
yes	12	39	6	1	1	4	2	1	66

PERCENTAGE

Count of Survey #7C

BASIC SKILLS	STATE								GRAND TOTAL
	AZ	CA	CO	GA	MA	MI	MN	WI	
yes	41%	33%	15%	20%	7%	31%	25%	20%	28%
(blank)	59%	67%	85%	80%	93%	69%	75%	80%	72%
Grand Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

D. Other

FREQUENCY

Count of Survey #7D

OTHER	STATE								GRAND TOTAL
	AZ	CA	CO	GA	MA	MI	MN	WI	
yes	5	34	11	2	3	4	4	2	65

PERCENTAGE

Count of Survey #7D

	STATE								
OTHER	AZ	CA	CO	GA	MA	MI	MN	WI	GRAND TOTAL
yes	17%	29%	28%	40%	20%	31%	50%	40%	28%
(blank)	83%	71%	73%	60%	80%	69%	50%	60%	72%
Grand Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Question 8. This school has established measurable goals for what it expects students to know and be able to do

FREQUENCY

Count of Survey #8

	STATE								
MEASURABLE GOALS	AZ	CA	CO	GA	MA	MI	MN	WI	GRAND TOTAL
yes	27	97	35	5	12	12	6	4	198
no	2	12	4	0	2	0	0	1	21
don't know	0	5	1	0	1	1	1	0	9
(blank)	0	3	0	0	0	0	1	0	4
Grand Total	**29**	**117**	**40**	**5**	**15**	**13**	**8**	**5**	**232**

PERCENTAGE

Count of Survey #8

	STATE								
MEASURABLE GOALS	AZ	CA	CO	GA	MA	MI	MN	WI	GRAND TOTAL
yes	93%	85%	88%	100%	80%	92%	86%	80%	87%
no	7%	11%	10%	0%	13%	0%	0%	20%	9%
don't know	0%	4%	3%	0%	7%	8%	14%	0%	4%
Grand Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Question 9. I use these goals to determine what I will teach and how I will teach it.

FREQUENCY

Count of Survey #9

	STATE								
USE GOALS	AZ	CA	CO	GA	MA	MI	MN	WI	GRAND TOTAL
yes	26	89	34	4	9	10	8	4	184
no	1	4	0	1	3	0	0	0	9
(blank)	2	24	6	0	3	3	0	1	39
Grand Total	**29**	**117**	**40**	**5**	**15**	**13**	**8**	**5**	**232**

PERCENTAGE

Count of Survey #9

	STATE								
USE GOALS	AZ	CA	CO	GA	MA	MI	MN	WI	GRAND TOTAL
yes	96%	96%	100%	80%	75%	100%	100%	100%	95%
no	4%	4%	0%	20%	25%	0%	0%	0%	5%
Grand Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Question 10. Student achievement at this school is measured by (multiple responses selected)

A. Scores on standardized tests

FREQUENCY

Count of Survey #10A

STANDARDIZED TEST SCORES	STATE								GRAND TOTAL
	AZ	CA	CO	GA	MA	MI	MN	WI	
yes	7	23	13	0	3	2	0	0	48

PERCENTAGE

Count of Survey #10A

STANDARDIZED TEST SCORES	STATE								GRAND TOTAL
	AZ	CA	CO	GA	MA	MI	MN	WI	
yes	24%	20%	33%	0%	20%	15%	0%	0%	21%
(blank)	76%	80%	68%	100%	80%	85%	100%	100%	79%
Grand Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

B. Portfolios of student work

FREQUENCY

Count of Survey #10B

STUDENT PORTFOLIOS	STATE								GRAND TOTAL
	AZ	CA	CO	GA	MA	MI	MN	WI	
yes	8	17	7	1	2	6	1	2	44

PERCENTAGE

Count of Survey #10B

STUDENT PORTFOLIOS	STATE								GRAND TOTAL
	AZ	CA	CO	GA	MA	MI	MN	WI	
yes	28%	15%	18%	20%	13%	46%	13%	40%	19%
(blank)	72%	85%	83%	80%	87%	54%	88%	60%	81%
Grand Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

C. A combination of portfolios and scores on standardized tests

FREQUENCY

Count of Survey #10C

SCORES AND PORTFOLIOS	STATE								GRAND TOTAL
	AZ	CA	CO	GA	MA	MI	MN	WI	
yes	19	86	18	4	11	5	6	3	152
(blank)	10	31	22	1	4	8	2	2	80

PERCENTAGE

Count of Survey #10C

SCORES AND PORTFOLIOS	STATE								GRAND TOTAL
	AZ	CA	CO	GA	MA	MI	MN	WI	
yes	66%	74%	45%	80%	73%	38%	75%	60%	66%
(blank)	34%	26%	55%	20%	27%	62%	25%	40%	34%
Grand Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

D. Other

FREQUENCY

Count of Survey #10D

OTHER	STATE								GRAND TOTAL
	AZ	CA	CO	GA	MA	MI	MN	WI	
yes	7	14	7	0	3	1	1	1	34

PERCENTAGE

Count of Survey #10D

OTHER	STATE								GRAND TOTAL
	AZ	CA	CO	GA	MA	MI	MN	WI	
yes	24%	12%	18%	0%	20%	8%	13%	20%	15%
(blank)	76%	88%	83%	100%	80%	92%	88%	80%	85%
Grand Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Question 11. The decision about what measures of student achievement to use was made by (multiple responses selected)

A. Teachers

FREQUENCY

Count of Survey #11A

TEACHERS	STATE								GRAND TOTAL
	AZ	CA	CO	GA	MA	MI	MN	WI	
yes	13	66	16	3	7	9	3	5	122

PERCENTAGE

Count of Survey #11A

TEACHERS	STATE								GRAND TOTAL
	AZ	CA	CO	GA	MA	MI	MN	WI	
yes	45%	56%	40%	60%	47%	69%	38%	100%	53%
(blank)	55%	44%	60%	40%	53%	31%	63%	0%	47%
Grand Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

B. School administrators

FREQUENCY

Count of Survey #11B

SCHOOL ADMINISTRATORS	STATE								GRAND TOTAL
	AZ	CA	CO	GA	MA	MI	MN	WI	
yes	15	35	13	1	6	7	4	1	82

PERCENTAGE

Count of Survey #11B

SCHOOL ADMINISTRATORS	STATE								GRAND TOTAL
	AZ	CA	CO	GA	MA	MI	MN	WI	
yes	52%	30%	33%	20%	40%	54%	50%	20%	35%
(blank)	48%	70%	68%	80%	60%	46%	50%	80%	65%
Grand Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

C. The school's governing board

FREQUENCY

Count of Survey #11C

SCHOOL'S GOVERNING BOARD	STATE								GRAND TOTAL
	AZ	CA	CO	GA	MA	MI	MN	WI	
yes	8	28	27	3	3	5	1	1	76

PERCENTAGE

Count of Survey #11C

SCHOOL'S GOVERNING BOARD	STATE								GRAND TOTAL
	AZ	CA	CO	GA	MA	MI	MN	WI	
yes	28%	24%	68%	60%	20%	38%	13%	20%	33%
(blank)	72%	76%	33%	40%	80%	62%	88%	80%	67%
Grand Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

D. The district school board

FREQUENCY

Count of Survey #11D

DISTRICT SCHOOL BOARD	STATE								GRAND TOTAL
	AZ	CA	CO	GA	MA	MI	MN	WI	
yes	0	27	9	2	1	1	1	0	42

PERCENTAGE

Count of Survey #11D

DISTRICT SCHOOL BOARD	STATE								GRAND TOTAL
	AZ	CA	CO	GA	MA	MI	MN	WI	
yes	0%	23%	23%	40%	7%	8%	25%	0%	18%
(blank)	100%	77%	78%	60%	93%	92%	75%	100%	82%
Grand Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

E. Other

FREQUENCY

Count of Survey #11E

	STATE								GRAND
OTHER	AZ	CA	CO	GA	MA	MI	MN	WI	TOTAL
yes	4	15	6	0	6	1	1	0	33

PERCENTAGE

Count of Survey #11E

	STATE								GRAND
OTHER	AZ	CA	CO	GA	MA	MI	MN	WI	TOTAL
yes	14%	13%	15%	0%	40%	8%	13%	0%	14%
(blank)	86%	87%	85%	100%	60%	92%	88%	100%	86%
Grand Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

F. Don't know

FREQUENCY

Count of Survey #11F

	STATE								GRAND
DON'T KNOW	AZ	CA	CO	GA	MA	MI	MN	WI	TOTAL
yes	3	8	1	0	1	0	1	0	14

PERCENTAGE

Count of Survey #11F

	STATE								GRAND
DON'T KNOW	AZ	CA	CO	GA	MA	MI	MN	WI	TOTAL
yes	10%	7%	3%	0%	7%	0%	13%	0%	6%
(blank)	90%	93%	98%	100%	93%	100%	88%	100%	94%
Grand Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Question 12. This school (multiple responses selected)
A. Contracts with the local school district for some services

FREQUENCY

Count of Survey #12A

	STATE								GRAND
LOCAL SCHOOL DISTRICT	AZ	CA	CO	GA	MA	MI	MN	WI	TOTAL
yes	6	73	34	1	4	6	3	3	130

PERCENTAGE

Count of Survey #12A

LOCAL SCHOOL DISTRICT	STATE AZ	CA	CO	GA	MA	MI	MN	WI	GRAND TOTAL
yes	21%	62%	85%	20%	27%	46%	38%	60%	56%
(blank)	79%	38%	15%	80%	73%	54%	63%	40%	44%
Grand Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

B. Contracts with other public agencies for some services

FREQUENCY

Count of Survey #12B

PUBLIC AGENCIES	STATE AZ	CA	CO	GA	MA	MI	MN	WI	GRAND TOTAL
yes	4	19	4	0	2	7	2	0	38

PERCENTAGE

Count of Survey #12B

PUBLIC AGENCIES	STATE AZ	CA	CO	GA	MA	MI	MN	WI	GRAND TOTAL
yes	14%	16%	10%	0%	13%	54%	25%	0%	16%
(blank)	86%	84%	90%	100%	87%	46%	75%	100%	84%
Grand Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

C. Contracts with private businesses or organizations for some services

FREQUENCY

Count of Survey #12C

PRIVATE ORGANIZATIONS	STATE AZ	CA	CO	GA	MA	MI	MN	WI	GRAND TOTAL
yes	15	28	7	0	6	2	3	0	61

PERCENTAGE

Count of Survey #12C

PRIVATE ORGANIZATIONS	STATE AZ	CA	CO	GA	MA	MI	MN	WI	GRAND TOTAL
yes	52%	24%	18%	0%	40%	15%	38%	0%	26%
(blank)	48%	76%	83%	100%	60%	85%	63%	100%	74%
Grand Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

D. Does not contract for any services

FREQUENCY

Count of Survey #12D

DOES NOT CONTRACT	STATE								GRAND TOTAL
	AZ	CA	CO	GA	MA	MI	MN	WI	
yes	9	11	1	2	4	2	2	1	32

PERCENTAGE

Count of Survey #12D

DOES NOT CONTRACT	STATE								GRAND TOTAL
	AZ	CA	CO	GA	MA	MI	MN	WI	
yes	31%	9%	3%	40%	27%	15%	25%	20%	14%
(blank)	69%	91%	98%	60%	73%	85%	75%	80%	86%
Grand Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

E. Don't know

FREQUENCY

Count of Survey #12E

DON'T KNOW	STATE								GRAND TOTAL
	AZ	CA	CO	GA	MA	MI	MN	WI	
yes	4	14	5	2	2	1	1	0	29

PERCENTAGE

Count of Survey #12E

DON'T KNOW	STATE								GRAND TOTAL
	AZ	CA	CO	GA	MA	MI	MN	WI	
yes	14%	12%	13%	40%	13%	8%	13%	0%	13%
(blank)	86%	88%	88%	60%	87%	92%	88%	100%	88%
Grand Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

SECTION II. ABOUT YOUR WORKING CONDITIONS AND PROFESSIONAL DUTIES

Question 13. My average class size is

FREQUENCY

Count of Survey #13

	STATE								GRAND TOTAL
CLASS SIZE	AZ	CA	CO	GA	MA	MI	MN	WI	
<10 students	0	4	1	0	0	1	2	0	8
10-15 students	4	1	5	0	1	2	1	2	16
16-20 students	12	47	15	0	7	7	3	2	93
21-30 students	8	35	19	5	6	3	2	1	79
>30 students	3	23	0	0	0	0	0	0	26
(blank)	2	7	0	0	1	0	0	0	10
Grand Total	**29**	**117**	**40**	**5**	**15**	**13**	**8**	**5**	**232**

PERCENTAGE

Count of Survey #13

	STATE								GRAND TOTAL
CLASS SIZE	AZ	CA	CO	GA	MA	MI	MN	WI	
<10 students	0%	4%	3%	0%	0%	8%	25%	0%	4%
10-15 students	15%	1%	13%	0%	7%	15%	13%	40%	7%
16-20 students	44%	43%	38%	0%	50%	54%	38%	40%	42%
21-30 students	30%	32%	48%	100%	43%	23%	25%	20%	36%
>30 students	11%	21%	0%	0%	0%	0%	0%	0%	12%
Grand Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Question 14. The number of paid (salaried) school days in the school year is

FREQUENCY

Count of Survey #14

	STATE								GRAND TOTAL
PAID SCHOOLDAYS	AZ	CA	CO	GA	MA	MI	MN	WI	
<170	1	5	2	0	0	0	2	0	10
171-182	22	66	15	2	4	8	5	1	123
>182	5	38	22	3	11	4	1	4	88
(blank)	1	8	1	0	0	1	0	0	11
Grand Total	**29**	**117**	**40**	**5**	**15**	**13**	**8**	**5**	**232**

PERCENTAGE

Count of Survey #14

	STATE								GRAND TOTAL
PAID SCHOOLDAYS	AZ	CA	CO	GA	MA	MI	MN	WI	
<170	4%	5%	5%	0%	0%	0%	25%	0%	5%
171-182	79%	61%	38%	40%	27%	67%	63%	20%	56%
>182	18%	35%	56%	60%	73%	33%	13%	80%	40%
Grand Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Question 15. If a teacher is unhappy at this school, there is a procedure in place which allows him or her to transfer to another school.

FREQUENCY

Count of Survey #15

PROCEDURE FOR TRANSFER	STATE								GRAND TOTAL
	AZ	CA	CO	GA	MA	MI	MN	WI	
yes	4	67	3	5	1	0	0	3	83
no	22	33	30	0	12	11	6	0	114
don't know	2	17	7	0	2	2	2	2	34
(blank)	1	0	0	0	0	0	0	0	1
Grand Total	**29**	**117**	**40**	**5**	**15**	**13**	**8**	**5**	**232**

PERCENTAGE

Count of Survey #15

PROCEDURE FOR TRANSFER	STATE								GRAND TOTAL
	AZ	CA	CO	GA	MA	MI	MN	WI	
yes	14%	57%	8%	100%	7%	0%	0%	60%	36%
no	79%	28%	75%	0%	80%	85%	75%	0%	49%
don't know	7%	15%	18%	0%	13%	15%	25%	40%	15%
Grand Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Question 16. I am currently covered by same contract as other teachers in the district

FREQUENCY

Count of Survey #15

DISTRICT CONTRACT	STATE								GRAND TOTAL
	AZ	CA	CO	GA	MA	MI	MN	WI	
yes	11	88	1	5	4	6	3	5	123
no	12	27	39	0	10	7	5	0	100
don't know	4	1	0	0	1	0	0	0	6
(blank)	2	1	0	0	0	0	0	0	3
Grand Total	**29**	**117**	**40**	**5**	**15**	**13**	**8**	**5**	**232**

PERCENTAGE

Count of Survey #15

DISTRICT CONTRACT	STATE								GRAND TOTAL
	AZ	CA	CO	GA	MA	MI	MN	WI	
yes	41%	76%	3%	100%	27%	46%	38%	100%	54%
no	44%	23%	98%	0%	67%	54%	63%	0%	44%
don't know	15%	1%	0%	0%	7%	0%	0%	0%	3%
Grand Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

If your answer to Question 16 is "yes," go on to Question 17; if it is "no" skip to Question 19.

Question 17. My school is allowed to waive provisions of the contract to accommodate this school's special needs or conditions.

FREQUENCY

Count of Survey #17

CONTRACT WAIVERS	STATE								GRAND TOTAL
	AZ	CA	CO	GA	MA	MI	MN	WI	
yes	2	36	9	2	1	3	0	3	56
no	3	22	2	1	3	2	0	1	34
don't know	12	30	6	2	2	3	3	1	59
(blank)	12	29	23	0	9	5	5	0	83
Grand Total	**29**	**117**	**40**	**5**	**15**	**13**	**8**	**5**	**232**

PERCENTAGE

Count of Survey #17

CONTRACT WAIVERS	STATE								GRAND TOTAL
	AZ	CA	CO	GA	MA	MI	MN	WI	
yes	12%	41%	53%	40%	17%	38%	0%	60%	38%
no	18%	25%	12%	20%	50%	25%	0%	20%	23%
don't know	71%	34%	35%	40%	33%	38%	100%	20%	40%
Grand Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Question 18. Our request for contract waivers is sometimes turned down.

FREQUENCY

Count of Survey #18

WAIVERS DENIED	STATE								GRAND TOTAL
	AZ	CA	CO	GA	MA	MI	MN	WI	
yes	1	14	1	0	0	0	0	0	16
no	0	10	3	2	0	1	0	1	17
don't know	13	54	12	3	5	6	4	4	101
(blank)	15	39	24	0	10	6	4	0	98
Grand Total	**29**	**117**	**40**	**5**	**15**	**13**	**8**	**5**	**232**

PERCENTAGE

Count of Survey #18

WAIVERS DENIED	STATE								GRAND TOTAL
	AZ	CA	CO	GA	MA	MI	MN	WI	
yes	7%	18%	6%	0%	0%	0%	0%	0%	12%
no	0%	13%	19%	40%	0%	14%	0%	20%	13%
don't know	93%	69%	75%	60%	100%	86%	100%	80%	75%
Grand Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Question 19. My working conditions are spelled out in a school-wide written agreement

FREQUENCY

Count of Survey #19

SCHOOL-WIDE DOCUMENT	STATE								GRAND TOTAL
	AZ	CA	CO	GA	MA	MI	MN	WI	
yes	15	53	16	1	7	5	3	2	102
no	10	35	13	2	7	6	2	1	76
don't know	4	22	9	2	1	1	3	1	43
(blank)	0	7	2	0	0	1	0	1	11
Grand Total	**29**	**117**	**40**	**5**	**15**	**13**	**8**	**5**	**232**

PERCENTAGE

Count of Survey #19

SCHOOL-WIDE DOCUMENT	STATE								GRAND TOTAL
	AZ	CA	CO	GA	MA	MI	MN	WI	
yes	52%	48%	42%	20%	47%	42%	38%	50%	46%
no	34%	32%	34%	40%	47%	50%	25%	25%	34%
don't know	14%	20%	24%	40%	7%	8%	38%	25%	19%
Grand Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Question 20. My working conditions are specified in an individual agreement (e.g. a personal services contract).

FREQUENCY

Count of Survey #20

INDIVIDUAL AGREEMENT	STATE								GRAND TOTAL
	AZ	CA	CO	GA	MA	MI	MN	WI	
yes	8	34	19	1	7	7	4	3	83
no	15	60	13	2	6	5	2	0	103
don't know	4	16	7	2	1	0	2	1	33
(blank)	2	7	1	0	1	1	0	1	13
Grand Total	**29**	**117**	**40**	**5**	**15**	**13**	**8**	**5**	**232**

PERCENTAGE

Count of Survey #20

INDIVIDUAL AGREEMENT	STATE								GRAND TOTAL
	AZ	CA	CO	GA	MA	MI	MN	WI	
yes	30%	31%	49%	20%	50%	58%	50%	75%	38%
no	56%	55%	33%	40%	43%	42%	25%	0%	47%
don't know	15%	15%	18%	40%	7%	0%	25%	25%	15%
Grand Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Question 21. I have tenure in my job

FREQUENCY

Count of Survey #21									
	STATE								GRAND TOTAL
TENURE	AZ	CA	CO	GA	MA	MI	MN	WI	
yes	0	66	1	4	0	2	0	3	76
no	26	41	37	1	15	10	8	2	140
don't know	2	4	1	0	0	1	0	0	8
(blank)	1	6	1	0	0	0	0	0	8
Grand Total	**29**	**117**	**40**	**5**	**15**	**13**	**8**	**5**	**232**

PERCENTAGE

Count of Survey #21									
	STATE								GRAND TOTAL
TENURE	AZ	CA	CO	GA	MA	MI	MN	WI	
yes	0%	59%	3%	80%	0%	15%	0%	60%	34%
no	93%	37%	95%	20%	100%	77%	100%	40%	63%
don't know	7%	4%	3%	0%	0%	8%	0%	0%	4%
Grand Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Question 22. I do not have tenure, but I do have job security

FREQUENCY

Count of Survey #22									
	STATE								GRAND TOTAL
JOB SECURITY	AZ	CA	CO	GA	MA	MI	MN	WI	
yes	8	23	7	1	2	3	2	2	48
no	16	20	25	1	12	5	6	0	85
don't know	5	9	7	0	0	3	0	1	25
(blank)	0	65	1	3	1	2	0	2	74
Grand Total	**29**	**117**	**40**	**5**	**15**	**13**	**8**	**5**	**232**

PERCENTAGE

Count of Survey #22									
	STATE								GRAND TOTAL
JOB SECURITY	AZ	CA	CO	GA	MA	MI	MN	WI	
yes	28%	44%	18%	50%	14%	27%	25%	67%	30%
no	55%	38%	64%	50%	86%	45%	75%	0%	54%
don't know	17%	17%	18%	0%	0%	27%	0%	33%	16%
Grand Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Question 23. The evaluation of my teaching is done by (mult. responses selected)

A. The principal (or head teacher)

FREQUENCY

Count of Survey #23A

	STATE								GRAND TOTAL
THE PRINCIPAL	AZ	CA	CO	GA	MA	MI	MN	WI	
yes	23	87	31	3	15	12	3	2	176

PERCENTAGE

Count of Survey #23A

	STATE								GRAND TOTAL
THE PRINCIPAL	AZ	CA	CO	GA	MA	MI	MN	WI	
yes	79%	74%	78%	60%	100%	92%	38%	40%	76%
(blank)	21%	26%	23%	40%	0%	8%	63%	60%	24%
Grand Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

B. My peers

FREQUENCY

Count of Survey #23B

	STATE								GRAND TOTAL
MY PEERS	AZ	CA	CO	GA	MA	MI	MN	WI	
yes	4	26	8	2	3	1	4	1	49

PERCENTAGE

Count of Survey #23B

	STATE								GRAND TOTAL
MY PEERS	AZ	CA	CO	GA	MA	MI	MN	WI	
yes	14%	22%	20%	40%	20%	8%	50%	20%	21%
(blank)	86%	78%	80%	60%	80%	92%	50%	80%	79%
Grand Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

C. Other

FREQUENCY

Count of Survey #23C

	STATE								GRAND TOTAL
OTHER	AZ	CA	CO	GA	MA	MI	MN	WI	
yes	7	24	18	1	2	1	1	2	56

PERCENTAGE

Count of Survey #23C

	STATE								GRAND TOTAL
OTHER	AZ	CA	CO	GA	MA	MI	MN	WI	
yes	24%	21%	45%	20%	13%	8%	13%	40%	24%
(blank)	76%	79%	55%	80%	87%	92%	88%	60%	76%
Grand Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Question 24. If a teacher at this school receives a poor evaluation (multiple responses selected)

A. The teacher is offered assistance to improve

FREQUENCY

Count of Survey #24A

OFFERED ASSISTANCE	STATE								GRAND TOTAL
	AZ	CA	CO	GA	MA	MI	MN	WI	
yes	21	96	30	5	9	7	7	7	180

PERCENTAGE

Count of Survey #24A

OFFERED ASSISTANCE	STATE								GRAND TOTAL
	AZ	CA	CO	GA	MA	MI	MN	WI	
yes	72%	82%	75%	100%	60%	54%	88%	100%	78%
(blank)	28%	18%	25%	0%	40%	46%	13%	0%	22%
Grand Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

B. The teacher loses his or her job

FREQUENCY

Count of Survey #24B

LOSES JOB	STATE								GRAND TOTAL
	AZ	CA	CO	GA	MA	MI	MN	WI	
yes	6	10	14	0	1	1	1	0	36

PERCENTAGE

Count of Survey #24B

LOSES JOB	STATE								GRAND TOTAL
	AZ	CA	CO	GA	MA	MI	MN	WI	
yes	21%	9%	35%	0%	7%	8%	50%	0%	16%
(blank)	79%	91%	65%	100%	93%	92%	50%	100%	84%
Grand Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

C. Nothing happens

FREQUENCY

Count of Survey #24C

NOTHING HAPPENS	STATE								GRAND TOTAL
	AZ	CA	CO	GA	MA	MI	MN	WI	
yes	2	12	2	0	3	1	1	0	21

PERCENTAGE

Count of Survey #24C

NOTHING HAPPENS	STATE								GRAND TOTAL
	AZ	CA	CO	GA	MA	MI	MN	WI	
yes	7%	10%	5%	0%	20%	8%	13%	0%	9%
(blank)	93%	90%	95%	100%	80%	92%	88%	100%	91%
Grand Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

D. The teacher is transferred to another school

FREQUENCY

Count of Survey #24D

TEACHER TRANSFERRED	STATE AZ	CA	CO	GA	MA	MI	MN	WI	GRAND TOTAL
yes	2	0	0	0	0	0	0	0	2

PERCENTAGE

Count of Survey #24D

TEACHER TRANSFERRED	STATE AZ	CA	CO	GA	MA	MI	MN	WI	GRAND TOTAL
yes	0%	2%	0%	0%	0%	0%	0%	0%	1%
(blank)	100%	98%	100%	100%	100%	100%	100%	100%	99%
Grand Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

E. Other

FREQUENCY

Count of Survey #24E

OTHER	STATE AZ	CA	CO	GA	MA	MI	MN	WI	GRAND TOTAL
yes	3	7	2	0	4	2	0	0	18

PERCENTAGE

Count of Survey #24E

OTHER	STATE AZ	CA	CO	GA	MA	MI	MN	WI	GRAND TOTAL
yes	10%	6%	5%	0%	27%	15%	0%	0%	8%
(blank)	90%	94%	95%	100%	73%	85%	100%	100%	92%
Grand Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Question 26. If I have a problem with the way my school is implementing a policy or decision, there is a procedure to handle this.

FREQUENCY

Count of Survey #26

	STATE								GRAND TOTAL
POLICY/PROBLEMS	AZ	CA	CO	GA	MA	MI	MN	WI	
yes	18	91	30	4	9	8	7	4	171
no	9	15	5	0	5	2	1	0	37
don't know	2	8	5	1	1	3	0	1	21
(blank)	0	3	0	0	0	0	0	0	3
Grand Total	**29**	**117**	**40**	**5**	**15**	**13**	**8**	**5**	**232**

PERCENTAGE

Count of Survey #26

	STATE								GRAND TOTAL
POLICY/PROBLEMS	AZ	CA	CO	GA	MA	MI	MN	WI	
yes	62%	80%	75%	80%	60%	62%	88%	80%	75%
no	31%	13%	13%	0%	33%	15%	13%	0%	16%
don't know	7%	7%	13%	20%	7%	23%	0%	20%	9%
Grand Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Question 27. This school has established a procedure to deal with interpersonal disputes, disagreements, and conflicts that might arise among the staff.

FREQUENCY

Count of Survey #27

	STATE								GRAND TOTAL
DISPUTE PROCEDURE	AZ	CA	CO	GA	MA	MI	MN	WI	
yes	15	69	28	2	5	4	5	3	131
no	12	31	7	2	8	5	3	0	68
don't know	2	14	5	1	2	3	0	2	29
(blank)	0	3	0	0	0	1	0	0	4
Grand Total	**29**	**117**	**40**	**5**	**15**	**13**	**8**	**5**	**232**

PERCENTAGE

Count of Survey #27

	STATE								GRAND TOTAL
DISPUTE PROCEDURE	AZ	CA	CO	GA	MA	MI	MN	WI	
yes	52%	61%	70%	40%	33%	33%	63%	60%	57%
no	41%	27%	18%	40%	53%	42%	38%	0%	30%
don't know	7%	12%	13%	20%	13%	25%	0%	40%	13%
Grand Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Question 28. This school has established means by which faculty (and others) discuss issues central to the smooth and effective operation of this school (e.g. curriculum, schedules, etc.)

FREQUENCY

Count of Survey #28

	STATE								GRAND
DISCUSS ISSUES	AZ	CA	CO	GA	MA	MI	MN	WI	TOTAL
yes	23	105	35	5	14	11	8	5	206
no	6	9	4	0	1	1	0	0	21
don't know	0	1	1	0	0	1	0	0	3
(blank)	0	2	0	0	0	0	0	0	2
Grand Total	**29**	**117**	**40**	**5**	**15**	**13**	**8**	**5**	**232**

PERCENTAGE

Count of Survey #28

	STATE								GRAND
DISCUSS ISSUES	AZ	CA	CO	GA	MA	MI	MN	WI	TOTAL
yes	79%	91%	88%	100%	93%	85%	100%	100%	90%
no	21%	8%	10%	0%	7%	8%	0%	0%	9%
don't know	0%	1%	3%	0%	0%	8%	0%	0%	1%
Grand Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Question 29. The local teachers' union or association has been actively involved in helping this school establish working conditions and define operating rules.

FREQUENCY

Count of Survey #29

	STATE								GRAND
UNION INVOLVED	AZ	CA	CO	GA	MA	MI	MN	WI	TOTAL
yes	0	51	0	1	0	0	0	2	54
no	28	52	39	3	14	11	7	3	157
don't know	1	12	1	1	1	2	1	0	19
(blank)	0	2	0	0	0	0	0	0	2
Grand Total	**29**	**117**	**40**	**5**	**15**	**13**	**8**	**5**	**232**

PERCENTAGE

Count of Survey #29

	STATE								GRAND
UNION INVOLVED	AZ	CA	CO	GA	MA	MI	MN	WI	TOTAL
yes	0%	44%	0%	20%	0%	0%	0%	40%	23%
no	97%	45%	98%	60%	93%	85%	88%	60%	68%
don't know	3%	10%	3%	20%	7%	15%	13%	0%	8%
Grand Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Question 30. Teachers at this school have time set aside during some school days for professional development.

FREQUENCY

Count of Survey #30

PROFESSIONAL DEVELOPMENT DAYS	STATE								GRAND TOTAL
	AZ	CA	CO	GA	MA	MI	MN	WI	
yes	24	108	33	2	15	10	7	5	204
no	5	7	7	3	0	3	1	0	26
don't know	0	1	0	0	0	0	0	0	1
(blank)	0	1	0	0	0	0	0	0	1
Grand Total	**29**	**117**	**40**	**5**	**15**	**13**	**8**	**5**	**232**

PERCENTAGE

Count of Survey #30

PROFESSIONAL DEVELOPMENT DAYS	STATE								GRAND TOTAL
	AZ	CA	CO	GA	MA	MI	MN	WI	
yes	83%	93%	83%	40%	100%	77%	88%	100%	88%
no	17%	6%	18%	60%	0%	23%	13%	0%	11%
don't know	0%	1%	0%	0%	0%	0%	0%	0%	0%
Grand Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Question 31. We regularly set aside time at this school to discuss matters such as curriculum, scheduling, and the like.

FREQUENCY

Count of Survey #31

TIME CURRICULUM	STATE								GRAND TOTAL
	AZ	CA	CO	GA	MA	MI	MN	WI	
yes	21	107	34	5	15	11	7	5	205
no	8	10	6	0	0	2	1	0	27
Grand Total	**29**	**117**	**40**	**5**	**15**	**13**	**8**	**5**	**232**

PERCENTAGE

Count of Survey #31

TIME CURRICULUM	STATE								GRAND TOTAL
	AZ	CA	CO	GA	MA	MI	MN	WI	
yes	72%	91%	85%	100%	100%	85%	88%	100%	88%
no	28%	9%	15%	0%	0%	15%	13%	0%	12%
Grand Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Question 32. We regularly set aside time at this school to deal with staff conflicts or disagreements.

FREQUENCY

Count of Survey #32

TIME	STATE								GRAND
DISAGREEMENT	AZ	CA	CO	GA	MA	MI	MN	WI	TOTAL
yes	11	48	18	2	5	7	3	4	98
no	16	58	17	3	9	5	5	1	114
don't know	0	6	4	0	1	0	0	0	11
(blank)	2	5	1	0	0	1	0	0	9
Grand Total	**29**	**117**	**40**	**5**	**15**	**13**	**8**	**5**	**232**

PERCENTAGE

Count of Survey #32

TIME	STATE								GRAND
DISAGREEMENT	AZ	CA	CO	GA	MA	MI	MN	WI	TOTAL
yes	41%	43%	46%	40%	33%	58%	38%	80%	44%
no	59%	52%	44%	60%	60%	42%	63%	20%	51%
don't know	0%	5%	10%	0%	7%	0%	0%	0%	5%
Grand Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Question 33. Most of the professional development in which I participate takes place at my school.

FREQUENCY

Count of Survey #33

PRO. DEV.	STATE								GRAND
SCHOOL	AZ	CA	CO	GA	MA	MI	MN	WI	TOTAL
yes	15	66	18	5	10	3	4	2	123
no	14	45	22	0	4	9	4	3	101
don't know	0	6	0	0	1	1	0	0	8
Grand Total	**29**	**117**	**40**	**5**	**15**	**13**	**8**	**5**	**232**

PERCENTAGE

Count of Survey #33

PRO. DEV.	STATE								GRAND
SCHOOL	AZ	CA	CO	GA	MA	MI	MN	WI	TOTAL
yes	52%	56%	45%	100%	67%	23%	50%	40%	53%
no	48%	38%	55%	0%	27%	69%	50%	60%	44%
don't know	0%	5%	0%	0%	7%	8%	0%	0%	3%
Grand Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Question 34. Teachers at this school decide what kind of professional development they need

FREQUENCY

Count of Survey #34

PRO. DEV.	STATE								GRAND
DECIDE	AZ	CA	CO	GA	MA	MI	MN	WI	TOTAL
yes	18	90	31	5	11	11	7	5	178
no	8	18	7	0	3	2	1	0	39
don't know	2	2	0	0	0	0	0	0	4
(blank)	1	7	2	0	1	0	0	0	11
Grand Total	**29**	**117**	**40**	**5**	**15**	**13**	**8**	**5**	**232**

PERCENTAGE

Count of Survey #34

PRO. DEV.	STATE								GRAND
DECIDE	AZ	CA	CO	GA	MA	MI	MN	WI	TOTAL
yes	64%	82%	82%	100%	79%	85%	88%	100%	81%
no	29%	16%	18%	0%	21%	15%	13%	0%	18%
don't know	7%	2%	0%	0%	0%	0%	0%	0%	2%
Grand Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Question 35. Teachers at this school participate in professional development activities with teachers from other schools in the district.

FREQUENCY

Count of Survey #35

PRO. DEV.	STATE								GRAND
OTHER	AZ	CA	CO	GA	MA	MI	MN	WI	TOTAL
yes	9	90	26	4	2	10	6	5	152
no	18	25	13	0	8	3	2	0	69
don't know	0	2	1	1	5	0	0	0	9
(blank)	2	0	0	0	0	0	0	0	2
Grand Total	**29**	**117**	**40**	**5**	**15**	**13**	**8**	**5**	**232**

PERCENTAGE

Count of Survey #35

PRO. DEV.	STATE								GRAND
OTHER	AZ	CA	CO	GA	MA	MI	MN	WI	TOTAL
yes	33%	77%	65%	80%	13%	77%	75%	100%	66%
no	67%	21%	33%	0%	53%	23%	25%	0%	30%
don't know	0%	2%	3%	20%	33%	0%	0%	0%	4%
Grand Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Question 36. Money is set aside at this school for teachers' professional development

FREQUENCY

Count of Survey #36

PRO. DEV. MONEY	STATE								GRAND TOTAL
	AZ	CA	CO	GA	MA	MI	MN	WI	
yes	19	104	32	5	14	11	7	5	197
no	7	7	6	0	0	1	0	0	21
don't know	2	6	2	0	1	1	1	0	13
(blank)	1	0	0	0	0	0	0	0	1
Grand Total	**29**	**117**	**40**	**5**	**15**	**13**	**8**	**5**	**232**

PERCENTAGE

Count of Survey #36

PRO. DEV. MONEY	STATE								GRAND TOTAL
	AZ	CA	CO	GA	MA	MI	MN	WI	
yes	68%	89%	80%	100%	93%	85%	88%	100%	85%
no	25%	6%	15%	0%	0%	8%	0%	0%	9%
don't know	7%	5%	5%	0%	7%	8%	13%	0%	6%
Grand Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Question 37. My annual salary is

FREQUENCY

Count of Survey #37

SALARY LEVEL	STATE								GRAND TOTAL
	AZ	CA	CO	GA	MA	MI	MN	WI	
<20,000	1	4	1	0	3	0	0	0	9
20-29,000	17	11	25	0	2	10	4	0	69
30-37,000	6	41	12	4	3	1	4	4	75
>37,000	5	61	2	1	6	2	0	1	78
(blank)	0	0	0	0	1	0	0	0	1
Grand Total	**29**	**117**	**40**	**5**	**15**	**13**	**8**	**5**	**232**

PERCENTAGE

Count of Survey #37

SALARY LEVEL	STATE								GRAND TOTAL
	AZ	CA	CO	GA	MA	MI	MN	WI	
<20,000	3%	3%	3%	0%	21%	0%	0%	0%	4%
20-29,000	59%	9%	63%	0%	14%	77%	50%	0%	30%
30-37,000	21%	35%	30%	80%	21%	8%	50%	80%	32%
>37,000	17%	52%	5%	20%	43%	15%	0%	20%	34%
Grand Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

If you were employed at another public school before coming to this charter school, answer Question 38. If not, skip to Question 39.

Question 38. My salary at this school, as compared to may salary at my previous school is

FREQUENCY

Count of Survey #38

SALARY COMPARISON	STATE								GRAND TOTAL
	AZ	CA	CO	GA	MA	MI	MN	WI	
higher	6	22	5	1	3	2	0	2	41
about same	8	38	11	2	1	2	3	2	67
lower	6	5	9	0	2	2	2	1	27
(blank)	9	52	15	2	9	7	3	0	97
Grand Total	**29**	**117**	**40**	**5**	**15**	**13**	**8**	**5**	**232**

PERCENTAGE

Count of Survey #38

SALARY COMPARISON	STATE								GRAND TOTAL
	AZ	CA	CO	GA	MA	MI	MN	WI	
higher	30%	34%	20%	33%	50%	33%	0%	40%	30%
about same	40%	58%	44%	67%	17%	33%	60%	40%	50%
lower	30%	8%	36%	0%	33%	33%	40%	20%	20%
Grand Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Question 39. I have fringe benefits for which my employer pays all or part of the cost

FREQUENCY

Count of Survey #39

FRINGE BENEFITS	STATE								GRAND TOTAL
	AZ	CA	CO	GA	MA	MI	MN	WI	
yes	26	109	39	5	14	13	8	5	219
no	2	5	1	0	1	0	0	0	9
don't know	0	1	0	0	0	0	0	0	1
(blank)	1	2	0	0	0	0	0	0	3
Grand Total	**29**	**117**	**40**	**5**	**15**	**13**	**8**	**5**	**232**

PERCENTAGE

Count of Survey #39

FRINGE BENEFITS	STATE								GRAND TOTAL
	AZ	CA	CO	GA	MA	MI	MN	WI	
yes	93%	95%	98%	100%	93%	100%	100%	100%	96%
no	7%	4%	3%	0%	7%	0%	0%	0%	4%
don't know	0%	1%	0%	0%	0%	0%	0%	0%	0%
Grand Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Question 40. I am part of a retirement plan to which my employer contributes

FREQUENCY

Count of Survey #40

	STATE								GRAND
RETIREMENT PLAN	AZ	CA	CO	GA	MA	MI	MN	WI	TOTAL
yes	22	102	38	5	7	12	8	5	199
no	7	9	2	0	8	1	0	0	27
don't know	0	4	0	0	0	0	0	0	4
(blank)	0	2	0	0	0	0	0	0	2
Grand Total	**29**	**117**	**40**	**5**	**15**	**13**	**8**	**5**	**232**

PERCENTAGE

Count of Survey #40

	STATE								GRAND
RETIREMENT PLAN	AZ	CA	CO	GA	MA	MI	MN	WI	TOTAL
yes	76%	89%	95%	100%	47%	92%	100%	100%	87%
no	24%	8%	5%	0%	53%	8%	0%	0%	12%
don't know	0%	3%	0%	0%	0%	0%	0%	0%	2%
Grand Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Question 41. On the governing board for this school, teachers make up

FREQUENCY

Count of Survey #41

	STATE								GRAND
GOVERNING BOARD	AZ	CA	CO	GA	MA	MI	MN	WI	TOTAL
5%-24%	7	33	18	0	7	3	1	2	71
25-49%	1	28	4	0	1	0	0	0	34
majority	1	21	0	5	0	0	7	1	35
other	12	17	15	0	5	9	0	1	59
don't know	7	13	3	0	2	1	0	1	27
(blank)	1	5	0	0	0	0	0	0	6
Grand Total	**29**	**117**	**40**	**5**	**15**	**13**	**8**	**5**	**232**

PERCENTAGE

Count of Survey #41

	STATE								GRAND
GOVERNING BOARD	AZ	CA	CO	GA	MA	MI	MN	WI	TOTAL
5%-24%	25%	29%	45%	0%	47%	23%	13%	40%	31%
25-49%	4%	25%	10%	0%	7%	0%	0%	0%	15%
majority	4%	19%	0%	100%	0%	0%	88%	20%	15%
other	43%	15%	38%	0%	33%	69%	0%	20%	26%
don't know	25%	12%	8%	0%	13%	8%	0%	20%	12%
Grand Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Question 41. Teachers on the governing board, other responses

FREQUENCY

Count of Survey #41									
OTHER BREAKDOWN	STATE								GRAND TOTAL
	AZ	CA	CO	GA	MA	MI	MN	WI	
No teachers	8	6	10	0	3	7	0	0	34
50% teachers	0	4	0	0	0	0	0	0	4
Other	0	3	2	0	2	0	0	1	8
Grand Total	**8**	**13**	**12**	**0**	**5**	**7**	**0**	**1**	**46**

PERCENTAGE

Count of Survey #41									
OTHER BREAKDOWN	STATE								GRAND TOTAL
	AZ	CA	CO	GA	MA	MI	MN	WI	
No teachers	100%	46%	83%	0%	60%	100%	0%	0%	74%
50% teachers	0%	31%	0%	0%	0%	0%	0%	0%	9%
Other	0%	23%	17%	0%	40%	0%	0%	100%	17%
Grand Total	**100%**	**100%**	**100%**	**0%**	**100%**	**100%**	**0%**	**100%**	**100%**

Question 42. Support personnel (e.g. teachers' aides, clerical staff, custodians) are: (multiple responses selected)

A. Employees of this school

FREQUENCY

Count of Survey #42A									
SCHOOL EMPLOYEES	STATE								GRAND TOTAL
	AZ	CA	CO	GA	MA	MI	MN	WI	
yes	23	55	34	1	14	10	7	0	144

PERCENTAGE

Count of Survey #42A									
SCHOOL EMPLOYEES	STATE								GRAND TOTAL
	AZ	CA	CO	GA	MA	MI	MN	WI	
yes	79%	47%	85%	20%	93%	77%	88%	0%	62%
(blank)	21%	53%	15%	80%	7%	23%	13%	100%	38%
Grand Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

B. Employees of the school district

FREQUENCY

Count of Survey #42B

DISTRICT EMPLOYEES	STATE								GRAND TOTAL
	AZ	CA	CO	GA	MA	MI	MN	WI	
yes	3	76	6	4	0	1	0	4	94

PERCENTAGE

Count of Survey #42B

DISTRICT EMPLOYEES	STATE								GRAND TOTAL
	AZ	CA	CO	GA	MA	MI	MN	WI	
yes	10%	65%	15%	80%	0%	8%	0%	80%	41%
(blank)	90%	35%	85%	20%	100%	92%	100%	20%	59%
Grand Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

C. Students

FREQUENCY

Count of Survey #42C

STUDENTS	STATE								GRAND TOTAL
	AZ	CA	CO	GA	MA	MI	MN	WI	
yes	3	6	3	0	2	0	0	0	14

PERCENTAGE

Count of Survey #42C

STUDENTS	STATE								GRAND TOTAL
	AZ	CA	CO	GA	MA	MI	MN	WI	
yes	10%	5%	8%	0%	13%	0%	0%	0%	6%
(blank)	90%	95%	93%	100%	87%	100%	100%	100%	94%
Grand Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

D. Volunteers

FREQUENCY

Count of Survey #42D

VOLUNTEERS	STATE								GRAND TOTAL
	AZ	CA	CO	GA	MA	MI	MN	WI	
yes	6	25	18	0	4	2	1	0	56

PERCENTAGE

Count of Survey #42D

VOLUNTEERS	STATE								GRAND TOTAL
	AZ	CA	CO	GA	MA	MI	MN	WI	
yes	21%	21%	45%	0%	27%	15%	13%	0%	24%
(blank)	79%	79%	55%	100%	73%	85%	88%	100%	76%
Grand Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

E. Contract workers

FREQUENCY

Count of Survey #42E

CONTRACT WORKERS	STATE								GRAND TOTAL
	AZ	CA	CO	GA	MA	MI	MN	WI	
yes	4	5	5	0	3	3	1	0	21

PERCENTAGE

Count of Survey #42E

CONTRACT WORKERS	STATE								GRAND TOTAL
	AZ	CA	CO	GA	MA	MI	MN	WI	
yes	14%	4%	13%	0%	20%	23%	13%	0%	9%
(blank)	86%	96%	88%	100%	80%	77%	88%	100%	91%
Grand Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

F. Other

FREQUENCY

Count of Survey #42F

OTHER	STATE								GRAND TOTAL
	AZ	CA	CO	GA	MA	MI	MN	WI	
yes	1	4	3	0	1	2	1	1	13

PERCENTAGE

Count of Survey #42F

OTHER	STATE								GRAND TOTAL
	AZ	CA	CO	GA	MA	MI	MN	WI	
yes	3%	3%	8%	0%	7%	15%	13%	20%	6%
(blank)	97%	97%	93%	100%	93%	85%	88%	80%	94%
Grand Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Question 43. Teachers at this school have substantial authority to make decisions about: responses on a 1 to 5 scale (1 strongly agree, 5 strongly disagree)

A. Teacher hiring

FREQUENCY

Count of Survey #43A

TEACHER HIRING	STATE								GRAND TOTAL
	AZ	CA	CO	GA	MA	MI	MN	WI	
strongly agree	6	36	6	3	4	1	2	2	60
2	6	25	11	1	3	1	2	0	49
3	5	14	9	1	0	3	0	0	32
4	2	12	4	0	3	0	3	1	25
strongly disagree	10	25	10	0	5	7	1	2	60
(blank)	0	5	0	0	0	1	0	0	6
Grand Total	**29**	**117**	**40**	**5**	**15**	**13**	**8**	**5**	**232**

PERCENTAGE

Count of Survey #43A

TEACHER HIRING	STATE								GRAND TOTAL
	AZ	CA	CO	GA	MA	MI	MN	WI	
strongly agree	21%	32%	15%	60%	27%	8%	25%	40%	27%
2	21%	22%	28%	20%	20%	8%	25%	0%	22%
3	17%	13%	23%	20%	0%	25%	0%	0%	14%
4	7%	11%	10%	0%	20%	0%	38%	20%	11%
strongly disagree	34%	22%	25%	0%	33%	58%	13%	40%	27%
Grand Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

B. Administrator hiring

FREQUENCY

Count of Survey #43B

ADMINISTRATOR HIRING	STATE								GRAND TOTAL
	AZ	CA	CO	GA	MA	MI	MN	WI	
strongly agree	2	30	7	1	2	0	2	1	45
2	3	18	8	1	2	1	2	0	35
3	4	20	7	2	2	2	1	1	39
4	3	16	4	1	4	1	1	1	31
strongly disagree	16	25	14	0	5	7	2	1	70
(blank)	1	8	0	0	0	2	0	1	12
Grand Total	**29**	**117**	**40**	**5**	**15**	**13**	**8**	**5**	**232**

PERCENTAGE

Count of Survey #43B

ADMINISTRATOR HIRING	STATE								GRAND TOTAL
	AZ	CA	CO	GA	MA	MI	MN	WI	
strongly agree	7%	28%	18%	20%	13%	0%	25%	25%	20%
2	11%	17%	20%	20%	13%	9%	25%	0%	16%
3	14%	18%	18%	40%	13%	18%	13%	25%	18%
4	11%	15%	10%	20%	27%	9%	13%	25%	14%
strongly disagree	57%	23%	35%	0%	33%	64%	25%	25%	32%
Grand Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

C. Support staff hiring

FREQUENCY

Count of Survey #43C

STAFF HIRING	STATE								GRAND TOTAL
	AZ	CA	CO	GA	MA	MI	MN	WI	
strongly agree	5	29	12	2	4	2	2	1	57
2	2	24	8	2	2	0	2	0	40
3	7	26	7	0	2	4	2	2	50
4	4	13	4	1	1	1	0	2	26
strongly disagree	10	19	9	0	6	6	2	0	52
(blank)	1	6	0	0	0	0	0	0	7
Grand Total	**29**	**117**	**40**	**5**	**15**	**13**	**8**	**5**	**232**

PERCENTAGE

Count of Survey #43C

STAFF HIRING	STATE								GRAND TOTAL
	AZ	CA	CO	GA	MA	MI	MN	WI	
strongly agree	18%	26%	30%	40%	27%	15%	25%	20%	25%
2	7%	22%	20%	40%	13%	0%	25%	0%	18%
3	25%	23%	18%	0%	13%	31%	25%	40%	22%
4	14%	12%	10%	20%	7%	8%	0%	40%	12%
strongly disagree	36%	17%	23%	0%	40%	46%	25%	0%	23%
Grand Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

D. Teacher assignment

FREQUENCY

Count of Survey #43D

TEACHER ASSIGNMENT	STATE								GRAND TOTAL
	AZ	CA	CO	GA	MA	MI	MN	WI	
strongly agree	9	31	11	0	6	2	0	0	59
2	4	32	10	2	3	1	4	1	57
3	7	22	8	2	3	6	3	0	51
4	2	13	6	1	0	1	1	1	25
strongly disagree	7	12	4	0	3	2	0	3	31
(blank)	0	7	1	0	0	1	0	0	9
Grand Total	**29**	**117**	**40**	**5**	**15**	**13**	**8**	**5**	**232**

PERCENTAGE

Count of Survey #43D

TEACHER ASSIGNMENT	STATE								GRAND TOTAL
	AZ	CA	CO	GA	MA	MI	MN	WI	
strongly agree	31%	28%	28%	0%	40%	17%	0%	0%	26%
2	14%	29%	26%	40%	20%	8%	50%	20%	26%
3	24%	20%	21%	40%	20%	50%	38%	0%	23%
4	7%	12%	15%	20%	0%	8%	13%	20%	11%
strongly disagree	24%	11%	10%	0%	20%	17%	0%	60%	14%
Grand Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

E. Teacher evaluation

FREQUENCY

Count of Survey #43E

TEACHER EVALUATION	STATE								GRAND TOTAL
	AZ	CA	CO	GA	MA	MI	MN	WI	
strongly agree	4	23	6	2	3	1	1	1	41
2	7	16	5	3	4	1	2	0	38
3	10	27	11	0	1	3	3	2	57
4	0	17	10	0	3	0	0	2	32
strongly disagree	8	27	8	0	4	7	2	0	56
(blank)	0	7	0	0	0	1	0	0	8
Grand Total	**29**	**117**	**40**	**5**	**15**	**13**	**8**	**5**	**232**

PERCENTAGE

Count of Survey #43E

TEACHER EVALUATION	STATE								GRAND TOTAL
	AZ	CA	CO	GA	MA	MI	MN	WI	
strongly agree	14%	21%	15%	40%	20%	8%	13%	20%	18%
2	24%	15%	13%	60%	27%	8%	25%	0%	17%
3	34%	25%	28%	0%	7%	25%	38%	40%	25%
4	0%	15%	25%	0%	20%	0%	0%	40%	14%
strongly disagree	28%	25%	20%	0%	27%	58%	25%	0%	25%
Grand Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

F. Curriculum

FREQUENCY

Count of Survey #43F

TEACHER CURRICULUM	STATE AZ	CA	CO	GA	MA	MI	MN	WI	GRAND TOTAL
strongly agree	15	46	11	1	9	5	2	1	90
2	7	24	10	2	0	0	4	2	49
3	6	16	8	1	3	4	0	0	38
4	0	11	5	1	1	0	0	0	18
strongly disagree	1	16	6	0	2	4	2	2	33
(blank)	0	4	0	0	0	0	0	0	4
Grand Total	**29**	**117**	**40**	**5**	**15**	**13**	**8**	**5**	**232**

PERCENTAGE

Count of Survey #43F

TEACHER CURRICULUM	STATE AZ	CA	CO	GA	MA	MI	MN	WI	GRAND TOTAL
strongly agree	52%	41%	28%	20%	60%	38%	25%	20%	39%
2	24%	21%	25%	40%	0%	0%	50%	40%	21%
3	21%	14%	20%	20%	20%	31%	0%	0%	17%
4	0%	10%	13%	20%	7%	0%	0%	0%	8%
strongly disagree	3%	14%	15%	0%	13%	31%	25%	40%	14%
Grand Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

G. Selection of instructional materials

FREQUENCY

Count of Survey #43G

MATERIALS	STATE AZ	CA	CO	GA	MA	MI	MN	WI	GRAND TOTAL
strongly agree	15	50	20	1	8	7	4	1	106
2	4	26	5	2	1	1	1	1	41
3	4	9	7	0	2	0	1	0	23
4	4	13	4	2	3	0	0	0	26
strongly disagree	2	16	4	0	1	5	2	3	33
(blank)	0	3	0	0	0	0	0	0	3
Grand Total	**29**	**117**	**40**	**5**	**15**	**13**	**8**	**5**	**232**

PERCENTAGE

Count of Survey #43G

MATERIALS	STATE AZ	CA	CO	GA	MA	MI	MN	WI	GRAND TOTAL
strongly agree	52%	44%	50%	20%	53%	54%	50%	20%	46%
2	14%	23%	13%	40%	7%	8%	13%	20%	18%
3	14%	8%	18%	0%	13%	0%	13%	0%	10%
4	14%	11%	10%	40%	20%	0%	0%	0%	11%
strongly disagree	7%	14%	10%	0%	7%	38%	25%	60%	14%
Grand Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

H. Length of school day

FREQUENCY

Count of Survey #43H

	STATE								GRAND TOTAL
SCHOOL DAY	AZ	CA	CO	GA	MA	MI	MN	WI	
strongly agree	4	25	7	1	1	1	1	2	42
2	1	13	4	0	1	2	3	1	25
3	8	29	15	0	2	4	0	1	59
4	4	12	7	2	2	1	1	0	29
strongly disagree	11	31	7	2	9	5	3	1	69
(blank)	1	7	0	0	0	0	0	0	8
Grand Total	**29**	**117**	**40**	**5**	**15**	**13**	**8**	**5**	**232**

PERCENTAGE

Count of Survey #43H

	STATE								GRAND TOTAL
SCHOOL DAY	AZ	CA	CO	GA	MA	MI	MN	WI	
strongly agree	14%	23%	18%	20%	7%	8%	13%	40%	19%
2	4%	12%	10%	0%	7%	15%	38%	20%	11%
3	29%	26%	38%	0%	13%	31%	0%	20%	26%
4	14%	11%	18%	40%	13%	8%	13%	0%	13%
strongly disagree	39%	28%	18%	40%	60%	38%	38%	20%	31%
Grand Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

I. Length of school year

FREQUENCY

Count of Survey #43I

	STATE								GRAND TOTAL
SCHOOL YEAR	AZ	CA	CO	GA	MA	MI	MN	WI	
strongly agree	3	23	6	1	0	1	1	2	37
2	2	13	5	0	0	2	2	2	26
3	5	19	11	0	4	2	1	0	42
4	5	14	8	2	2	1	0	0	32
strongly disagree	14	42	10	2	9	7	4	1	89
(blank)	0	6	0	0	0	0	0	0	6
Grand Total	**29**	**117**	**40**	**5**	**15**	**13**	**8**	**5**	**232**

PERCENTAGE

Count of Survey #43I

	STATE								GRAND TOTAL
SCHOOL YEAR	AZ	CA	CO	GA	MA	MI	MN	WI	
strongly agree	10%	21%	15%	20%	0%	8%	13%	40%	16%
2	7%	12%	13%	0%	0%	15%	25%	40%	12%
3	17%	17%	28%	0%	27%	15%	13%	0%	19%
4	17%	13%	20%	40%	13%	8%	0%	0%	14%
strongly disagree	48%	38%	25%	40%	60%	54%	50%	20%	39%
Grand Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

J. Assignment of students to classes

FREQUENCY

Count of Survey #43J

ASSIGNMENT OF STUDENTS	STATE								GRAND TOTAL
	AZ	CA	CO	GA	MA	MI	MN	WI	
strongly agree	8	26	14	3	3	2	3	1	60
2	5	24	10	1	3	2	2	1	48
3	6	21	5	1	4	2	2	0	41
4	0	16	4	0	1	2	1	1	25
strongly disagree	9	24	7	0	4	4	0	2	50
(blank)	1	6	0	0	0	1	0	0	8
Grand Total	**29**	**117**	**40**	**5**	**15**	**13**	**8**	**5**	**232**

PERCENTAGE

Count of Survey #43J

ASSIGNMENT OF STUDENTS	STATE								GRAND TOTAL
	AZ	CA	CO	GA	MA	MI	MN	WI	
strongly agree	29%	23%	35%	60%	20%	17%	38%	20%	27%
2	18%	22%	25%	20%	20%	17%	25%	20%	21%
3	21%	19%	13%	20%	27%	17%	25%	0%	18%
4	0%	14%	10%	0%	7%	17%	13%	20%	11%
strongly disagree	32%	22%	18%	0%	27%	33%	0%	40%	22%
Grand Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

K. Student discipline policy

FREQUENCY

Count of Survey #43K

STUDENT DISCIPLINE POLICY	STATE								GRAND TOTAL
	AZ	CA	CO	GA	MA	MI	MN	WI	
strongly agree	11	37	12	3	3	3	1	1	71
2	7	24	8	2	5	4	3	0	53
3	3	26	11	0	3	2	3	0	48
4	3	11	5	0	2	1	0	2	24
strongly disagree	5	13	4	0	2	3	1	2	30
(blank)	0	6	0	0	0	0	0	0	6
Grand Total	**29**	**117**	**40**	**5**	**15**	**13**	**8**	**5**	**232**

PERCENTAGE

Count of Survey #43K

STUDENT DISCIPLINE POLICY	STATE								GRAND TOTAL
	AZ	CA	CO	GA	MA	MI	MN	WI	
strongly agree	38%	33%	30%	60%	20%	23%	13%	20%	31%
2	24%	22%	20%	40%	33%	31%	38%	0%	23%
3	10%	23%	28%	0%	20%	15%	38%	0%	21%
4	10%	10%	13%	0%	13%	8%	0%	40%	11%
strongly disagree	17%	12%	10%	0%	13%	23%	13%	40%	13%
Grand Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

L. How dollars are spent

FREQUENCY

Count of Survey #43L

DOLLARS ARE SPENT	STATE								GRAND TOTAL
	AZ	CA	CO	GA	MA	MI	MN	WI	
strongly agree	3	15	4	0	1	1	2	0	26
2	2	32	6	0	4	3	3	0	50
3	7	38	17	4	3	3	1	2	75
4	3	12	7	1	3	3	0	0	29
strongly disagree	14	14	6	0	4	3	2	3	46
(blank)	0	6	0	0	0	0	0	0	6
Grand Total	**29**	**117**	**40**	**5**	**15**	**13**	**8**	**5**	**232**

PERCENTAGE

Count of Survey #43L

DOLLARS ARE SPENT	STATE								GRAND TOTAL
	AZ	CA	CO	GA	MA	MI	MN	WI	
strongly agree	10%	14%	10%	0%	7%	8%	25%	0%	12%
2	7%	29%	15%	0%	27%	23%	38%	0%	22%
3	24%	34%	43%	80%	20%	23%	13%	40%	33%
4	10%	11%	18%	20%	20%	23%	0%	0%	13%
strongly disagree	48%	13%	15%	0%	27%	23%	25%	60%	20%
Grand Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Question 44. Parents are significantly involved in making educational decisions at this school

FREQUENCY

Count of Survey #44

PARENT INVOLVEMENT	STATE								GRAND TOTAL
	AZ	CA	CO	GA	MA	MI	MN	WI	
yes	14	89	32	5	8	7	4	4	163
no	12	22	8	0	4	5	3	1	55
don't know	2	5	0	0	3	0	1	0	11
(blank)	1	1	0	0	0	1	0	0	3
Grand Total	**29**	**117**	**40**	**5**	**15**	**13**	**8**	**5**	**232**

PERCENTAGE

Count of Survey #44

PARENT INVOLVEMENT	STATE								GRAND TOTAL
	AZ	CA	CO	GA	MA	MI	MN	WI	
yes	50%	77%	80%	100%	53%	58%	50%	80%	71%
no	43%	19%	20%	0%	27%	42%	38%	20%	24%
don't know	7%	4%	0%	0%	20%	0%	13%	0%	5%
Grand Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Question 45. Support staff are significantly involved in making educational decisions at this school

FREQUENCY

Count of Survey #45

STAFF INVOLVEMENT	STATE								GRAND TOTAL
	AZ	CA	CO	GA	MA	MI	MN	WI	
yes	9	48	15	2	4	5	6	1	90
no	16	51	20	3	10	7	2	3	112
don't know	2	13	5	0	1	1	0	0	22
(blank)	2	5	0	0	0	0	0	1	8
Grand Total	**29**	**117**	**40**	**5**	**15**	**13**	**8**	**5**	**232**

PERCENTAGE

Count of Survey #45

STAFF INVOLVEMENT	STATE								GRAND TOTAL
	AZ	CA	CO	GA	MA	MI	MN	WI	
yes	33%	43%	38%	40%	27%	38%	75%	25%	40%
no	59%	46%	50%	60%	67%	54%	25%	75%	50%
don't know	7%	12%	13%	0%	7%	8%	0%	0%	10%
Grand Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Question 46. I would characterize staff morale at this school as

FREQUENCY

Count of Survey #46

STAFF MORALE	STATE								GRAND TOTAL
	AZ	CA	CO	GA	MA	MI	MN	WI	
high	11	60	22	5	6	8	4	3	119
fair	8	42	15	0	6	4	3	1	79
low	8	9	2	0	3	1	0	0	23
(blank)	2	6	1	0	0	0	1	1	11
Grand Total	**29**	**117**	**40**	**5**	**15**	**13**	**8**	**5**	**232**

PERCENTAGE

Count of Survey #46

STAFF MORALE	STATE								GRAND TOTAL
	AZ	CA	CO	GA	MA	MI	MN	WI	
high	41%	54%	56%	100%	40%	62%	57%	75%	54%
fair	30%	38%	38%	0%	40%	31%	43%	25%	36%
low	30%	8%	5%	0%	20%	8%	0%	0%	10%
Grand Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

SECTION III. A LITTLE ABOUT YOU

Question 47. I choose to teach in a charter school because (check more than one, if appropriate)

A. I have the freedom to teach the way I want

FREQUENCY

Count of Survey #47A

FREEDOM TO TEACH	STATE								GRAND TOTAL
	AZ	CA	CO	GA	MA	MI	MN	WI	
yes	20	59	28	5	9	9	7	4	141

PERCENTAGE

Count of Survey #47A

FREEDOM TO TEACH	STATE								GRAND TOTAL
	AZ	CA	CO	GA	MA	MI	MN	WI	
yes	69%	50%	70%	100%	60%	69%	88%	80%	61%
(blank)	31%	50%	30%	0%	40%	31%	13%	20%	39%
Grand Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

B. I am able to teach the kinds of students I want

FREQUENCY

Count of Survey #47B

KINDS OF STUDENTS	STATE								GRAND TOTAL
	AZ	CA	CO	GA	MA	MI	MN	WI	
yes	6	21	14	0	2	3	3	3	52

PERCENTAGE

Count of Survey #47B

KINDS OF STUDENTS	STATE								GRAND TOTAL
	AZ	CA	CO	GA	MA	MI	MN	WI	
yes	21%	18%	35%	0%	13%	23%	38%	60%	22%
(blank)	79%	82%	65%	100%	87%	77%	63%	40%	78%
Grand Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

C. There is less violence here

FREQUENCY

Count of Survey #47C

LESS VIOLENCE	STATE								GRAND TOTAL
	AZ	CA	CO	GA	MA	MI	MN	WI	
yes	14	28	15	1	3	0	1	1	63

PERCENTAGE

Count of Survey #47C

	STATE								GRAND TOTAL
LESS VIOLENCE	AZ	CA	CO	GA	MA	MI	MN	WI	
yes	48%	24%	38%	20%	20%	0%	13%	20%	27%
(blank)	52%	76%	63%	80%	80%	100%	88%	80%	73%
Grand Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

D. I have freedom from school district rules and regulations

FREQUENCY

Count of Survey #47D

	STATE								GRAND TOTAL
FREEDOM FROM RULES	AZ	CA	CO	GA	MA	MI	MN	WI	
yes	11	38	13	0	8	3	5	2	80

PERCENTAGE

Count of Survey #47D

	STATE								GRAND TOTAL
FREEDOM FROM RULES	AZ	CA	CO	GA	MA	MI	MN	WI	
yes	38%	32%	33%	0%	53%	23%	63%	40%	34%
(blank)	62%	68%	68%	100%	47%	77%	38%	60%	66%
Grand Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

E. There is no teacher union or association involvement

FREQUENCY

Count of Survey #47E

	STATE								GRAND TOTAL
NO UNION INVOLVEMENT	AZ	CA	CO	GA	MA	MI	MN	WI	
yes	6	13	10	0	3	5	2	0	39

PERCENTAGE

Count of Survey #47E

	STATE								GRAND TOTAL
NO UNION INVOLVEMENT	AZ	CA	CO	GA	MA	MI	MN	WI	
yes	21%	11%	25%	0%	20%	38%	25%	0%	17%
(blank)	79%	89%	75%	100%	80%	62%	75%	100%	83%
Grand Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

F. The teacher union or association is directly involved in this school

FREQUENCY

Count of Survey #47F

UNION INVOLVEMENT	STATE AZ	CA	CO	GA	MA	MI	MN	WI	GRAND TOTAL
yes	0	6	0	0	0	0	0	1	7

PERCENTAGE

Count of Survey #47F

UNION INVOLVEMENT	STATE AZ	CA	CO	GA	MA	MI	MN	WI	GRAND TOTAL
yes	0%	5%	0%	0%	0%	0%	0%	20%	3%
(blank)	100%	95%	100%	100%	100%	100%	100%	80%	97%
Grand Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

G. Other

FREQUENCY

Count of Survey #47G

OTHER	STATE AZ	CA	CO	GA	MA	MI	MN	WI	GRAND TOTAL
yes	14	53	17	0	6	8	4	1	103

PERCENTAGE

Count of Survey #47G

OTHER	STATE AZ	CA	CO	GA	MA	MI	MN	WI	GRAND TOTAL
1	48%	45%	43%	0%	40%	62%	50%	20%	44%
(blank)	52%	55%	58%	100%	60%	38%	50%	80%	56%
Grand Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Question 48. If I had it to do over again, I would choose to teach in a charter school

FREQUENCY

Count of Survey #48

TEACH IN CHARTER	STATE AZ	CA	CO	GA	MA	MI	MN	WI	GRAND TOTAL
yes	19	83	30	5	7	10	7	3	164
no	7	11	1	0	3	2	0	0	24
don't know	3	21	8	0	5	1	1	2	41
(blank)	0	2	1	0	0	0	0	0	3
Grand Total	**29**	**117**	**40**	**5**	**15**	**13**	**8**	**5**	**232**

PERCENTAGE

Count of Survey #48

TEACH IN CHARTER	STATE								GRAND TOTAL
	AZ	CA	CO	GA	MA	MI	MN	WI	
yes	66%	72%	77%	100%	47%	77%	88%	60%	72%
no	24%	10%	3%	0%	20%	15%	0%	0%	10%
don't know	10%	18%	21%	0%	33%	8%	13%	40%	18%
Grand Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Question 49. The total number of years I have taught

FREQUENCY

Count of Survey #49

YEARS TEACHING	STATE								GRAND TOTAL
	AZ	CA	CO	GA	MA	MI	MN	WI	
<2 yrs	2	6	7	0	2	2	3	0	22
2-4 yrs	7	21	9	0	5	4	1	0	47
5-15 yrs	11	52	16	2	5	3	4	5	98
>15 yrs	9	36	7	3	3	4	0	0	62
(blank)	0	2	1	0	0	0	0	0	3
Grand Total	**29**	**117**	**40**	**5**	**15**	**13**	**8**	**5**	**232**

PERCENTAGE

Count of Survey #49

YEARS TEACHING	STATE								GRAND TOTAL
	AZ	CA	CO	GA	MA	MI	MN	WI	
<2 yrs	7%	5%	18%	0%	13%	15%	38%	0%	9%
2-4 yrs	24%	18%	23%	0%	33%	31%	13%	0%	20%
5-15 yrs	38%	44%	40%	40%	33%	23%	50%	100%	42%
>15 yrs	31%	31%	18%	60%	20%	31%	0%	0%	27%
(blank)	0%	2%	3%	0%	0%	0%	0%	0%	1%
Grand Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Question 50. My previous teaching experience (before coming to this school) was

FREQUENCY

Count of Survey #50

PREVIOUS TEACHING	AZ	CA	CO	GA	MA	MI	MN	WI	GRAND TOTAL
	STATE								
public	14	73	17	3	8	10	4	4	133
private	5	9	3	2	0	1	0	0	20
pub & priv	5	10	14	0	5	1	3	1	39
no previous	3	20	3	0	2	1	1	0	30
(blank)	2	5	3	0	0	0	0	0	10
Grand Total	**29**	**117**	**40**	**5**	**15**	**13**	**8**	**5**	**232**

PERCENTAGE

Count of Survey #50

PREVIOUS TEACHING	AZ	CA	CO	GA	MA	MI	MN	WI	GRAND TOTAL
	STATE								
public	52%	65%	46%	60%	53%	77%	50%	80%	60%
private	19%	8%	8%	40%	0%	8%	0%	0%	9%
pub & priv	19%	9%	38%	0%	33%	8%	38%	20%	18%
no previous	11%	18%	8%	0%	13%	8%	13%	0%	14%
Grand Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Question 51. I am currently licensed (credentialed) to teach

FREQUENCY

Count of Survey #51

LICENSED	AZ	CA	CO	GA	MA	MI	MN	WI	GRAND TOTAL
	STATE								
yes	25	112	35	5	13	12	8	5	215
no	4	3	4	0	2	1	0	0	14
(blank)	0	2	1	0	0	0	0	0	3
Grand Total	**29**	**117**	**40**	**5**	**15**	**13**	**8**	**5**	**232**

PERCENTAGE

Count of Survey #51

LICENSED	AZ	CA	CO	GA	MA	MI	MN	WI	GRAND TOTAL
	STATE								
yes	86%	97%	90%	100%	87%	92%	100%	100%	94%
no	14%	3%	10%	0%	13%	8%	0%	0%	6%
Grand Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Question 52. I am currently teaching in the subject or grade area in which I am licensed

FREQUENCY

Count of Survey #52

	STATE								GRAND
SUBJECT	AZ	CA	CO	GA	MA	MI	MN	WI	TOTAL
yes	22	105	34	5	11	12	8	4	201
no	5	7	6	0	3	0	0	1	22
(blank)	2	5	0	0	1	1	0	0	9
Grand Total	**29**	**117**	**40**	**5**	**15**	**13**	**8**	**5**	**232**

PERCENTAGE

Count of Survey #52

	STATE								GRAND
SUBJECT	AZ	CA	CO	GA	MA	MI	MN	WI	TOTAL
yes	81%	94%	85%	100%	79%	100%	100%	80%	90%
no	19%	6%	15%	0%	21%	0%	0%	20%	10%
Grand Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Question 53. I am (male/female)

FREQUENCY

Count of Survey #53

	STATE								GRAND
GENDER	AZ	CA	CO	GA	MA	MI	MN	WI	TOTAL
male	9	19	7	0	3	4	2	2	46
female	20	96	33	5	12	9	6	3	184
(blank)	0	2	0	0	0	0	0	0	2
Grand Total	**29**	**117**	**40**	**5**	**15**	**13**	**8**	**5**	**232**

PERCENTAGE

Count of Survey #53

	STATE								GRAND
GENDER	AZ	CA	CO	GA	MA	MI	MN	WI	TOTAL
male	31%	17%	18%	0%	20%	31%	25%	40%	20%
female	69%	83%	83%	100%	80%	69%	75%	60%	80%
Grand Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Question 54. I would describe myself as

FREQUENCY

Count of Survey #54

RACE/ETHNICITY	STATE AZ	CA	CO	GA	MA	MI	MN	WI	GRAND TOTAL
African American	0	6	0	0	0	0	0	0	6
Asian	0	3	0	0	0	0	0	0	3
Caucasian	28	93	39	5	14	12	6	5	202
Hispanic	0	7	1	0	1	0	1	0	10
Other	1	3	0	0	0	0	1	0	5
(blank)	0	5	0	0	0	1	0	0	6
Grand Total	**29**	**117**	**40**	**5**	**15**	**13**	**8**	**5**	**232**

PERCENTAGE

Count of Survey #54

RACE/ETHNICITY	STATE AZ	CA	CO	GA	MA	MI	MN	WI	GRAND TOTAL
African American	0%	5%	0%	0%	0%	0%	0%	0%	3%
Asian	0%	3%	0%	0%	0%	0%	0%	0%	1%
Caucasian	97%	83%	98%	100%	93%	100%	75%	100%	89%
Hispanic	0%	6%	3%	0%	7%	0%	13%	0%	4%
Other	3%	3%	0%	0%	0%	0%	13%	0%	2%
Grand Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Question 55. I am a member of a teachers union or association

FREQUENCY

Count of Survey #55

UNION MEMBER	STATE AZ	CA	CO	GA	MA	MI	MN	WI	GRAND TOTAL
yes	3	86	4	5	0	3	1	5	107
no	26	29	36	0	15	10	7	0	123
(blank)	0	2	0	0	0	0	0	0	2
Grand Total	**29**	**117**	**40**	**5**	**15**	**13**	**8**	**5**	**232**

PERCENTAGE

Count of Survey #55

UNION MEMBER	STATE AZ	CA	CO	GA	MA	MI	MN	WI	GRAND TOTAL
yes	1%	37%	2%	2%	0%	1%	0%	2%	47%
no	11%	13%	16%	0%	7%	4%	3%	0%	53%
Grand Total	**13%**	**50%**	**17%**	**2%**	**7%**	**6%**	**3%**	**2%**	**100%**

SELECTED SCHOOL TYPE COMPARISONS

Question 10. Student achievement measures (by type of school)

A. Scores on standardized tests

FREQUENCY

Count of Survey #10A

1. SCHOOL	YES
new start up	21
public conversion	18
private conversion	1
for-profit	3
home	1
Grand Total	**44**

PERCENTAGE

Count of Survey #10A

1. SCHOOL	YES	(BLANK)	GRAND TOTAL
new start up	18%	82%	100%
public conversion	21%	70%	100%
private conversion	13%	88%	100%
for-profit	50%	50%	100%
home	13%	88%	100%
Grand Total	**20%**	**80%**	**100%**

B. Portfolios of student works

FREQUENCY

Count of Survey #10B

1. SCHOOL	YES
new start up	29
public conversion	7
private conversion	2
for-profit	2
home	0
Grand Total	**40**

PERCENTAGE

Count of Survey #10B

1. SCHOOL	YES	(BLANK)	GRAND TOTAL
new start up	25%	75%	100%
public conversion	8%	92%	100%
private conversion	25%	75%	100%
for-profit	33%	67%	100%
home	0%	100%	100%
Grand Total	**18%**	**82%**	**100%**

C. A combination of standardized tests and portfolios

FREQUENCY

Count of Survey #10A&B

1. SCHOOL	YES
new start up	65
public conversion	69
private conversion	5
for-profit	3
home	6
Grand Total	**148**

PERCENTAGE

Count of Survey #10A&B

1. SCHOOL	YES	(BLANK)	GRAND TOTAL
new start up	57%	43%	100%
public conversion	79%	21%	100%
private conversion	63%	38%	100%
for-profit	50%	50%	100%
home	75%	25%	100%
Grand Total	**66%**	**34%**	**100%**

D. Student achievement measured by other

FREQUENCY

Count of Survey #10A&B

1. SCHOOL	YES
new start up	19
public conversion	9
private conversion	0
for-profit	1
home	1
Grand Total	**30**

PERCENTAGE

Count of Survey #10A&B

1. SCHOOL	YES	(BLANK)	GRAND TOTAL
new start up	17%	83%	100%
public conversion	10%	90%	100%
private conversion	0%	100%	100%
for-profit	17%	83%	100%
home	13%	88%	100%
Grand Total	**13%**	**87%**	**100%**

Question 11. Decisions about measures of student achievement were made by

A. Teachers

FREQUENCY	
Count of Survey #11A	
1. SCHOOL	YES
new start up	60
public conversion	47
private conversion	4
for-profit	1
home	4
Grand Total	**116**

PERCENTAGE			
Count of Survey #11A			
1. SCHOOL	YES	(BLANK)	GRAND TOTAL
new start up	52%	48%	100%
public conversion	54%	46%	100%
private conversion	50%	50%	100%
for-profit	17%	83%	100%
home	50%	50%	100%
Grand Total	**52%**	**48%**	**100%**

B. School administrators

FREQUENCY	
Count of Survey #11B	
1. SCHOOL	YES
new start up	43
public conversion	25
private conversion	5
for-profit	1
home	3
Grand Total	**77**

PERCENTAGE			
Count of Survey #11B			
1. SCHOOL	YES	(BLANK)	GRAND TOTAL
new start up	37%	63%	100%
public conversion	29%	71%	100%
private conversion	63%	38%	100%
for-profit	17%	83%	100%
home	38%	63%	100%
Grand Total	**34%**	**66%**	**100%**

C. The school's governing board

FREQUENCY	
Count of Survey #11C	
1. SCHOOL	YES
new start up	46
public conversion	24
private conversion	2
for-profit	1
home	1
Grand Total	**74**

PERCENTAGE			
Count of Survey #11C			
1. SCHOOL	YES	(BLANK)	GRAND TOTAL
new start up	40%	60%	100%
public conversion	28%	72%	100%
private conversion	25%	75%	100%
for-profit	17%	83%	100%
home	13%	88%	100%
Grand Total	**33%**	**67%**	**100%**

D. The district school board

FREQUENCY	
Count of Survey #11D	
1. SCHOOL	YES
new start up	17
public conversion	23
private conversion	0
for-profit	0
home	2
Grand Total	**42**

PERCENTAGE			
Count of Survey #11D			
1. SCHOOL	YES	(BLANK)	GRAND TOTAL
new start up	15%	85%	100%
public conversion	26%	74%	100%
private conversion	0%	100%	100%
for-profit	0%	100%	100%
home	25%	75%	100%
Grand Total	**19%**	**81%**	**100%**

E. Other

FREQUENCY	
Count of Survey #11E	
1. SCHOOL	YES
new start up	21
public conversion	7
private conversion	1
for-profit	2
home	0
Grand Total	**31**

PERCENTAGE			
Count of Survey #11E			
1. SCHOOL	YES	(BLANK)	GRAND TOTAL
new start up	18%	82%	100%
public conversion	8%	92%	100%
private conversion	13%	88%	100%
for-profit	33%	67%	100%
home	0%	100%	100%
Grand Total	**14%**	**86%**	**100%**

F. Don't know

FREQUENCY	
Count of Survey #11F	
1. SCHOOL	YES
new start up	3
public conversion	5
private conversion	1
for-profit	2
home	3
Grand Total	**14**

PERCENTAGE			
Count of Survey #11F			
1. SCHOOL	YES	(BLANK)	GRAND TOTAL
new start up	3%	97%	100%
public conversion	6%	94%	100%
private conversion	13%	88%	100%
for-profit	33%	67%	100%
home	38%	63%	100%
Grand Total	**6%**	**94%**	**100%**

Question 12. Contracting (by type of school)

A. Contracts with local school district

FREQUENCY	
Count of Survey #12A	
1. SCHOOL	YES
new start up	66
public conversion	49
private conversion	2
for-profit	3
home	5
Grand Total	**125**

PERCENTAGE			
Count of Survey #12A			
1. SCHOOL	YES	(BLANK)	GRAND TOTAL
new start up	57%	43%	100%
public conversion	56%	44%	100%
private conversion	25%	75%	100%
for-profit	50%	50%	100%
home	63%	38%	100%
Grand Total	**56%**	**44%**	**100%**

B. Contracts with other public agencies

FREQUENCY	
Count of Survey #12B	
1. SCHOOL	YES
new start up	16
public conversion	15
private conversion	4
for-profit	0
home	1
Grand Total	**36**

PERCENTAGE			
Count of Survey #12B			
1. SCHOOL	YES	(BLANK)	GRAND TOTAL
new start up	14%	86%	100%
public conversion	17%	83%	100%
private conversion	50%	50%	100%
for-profit	0%	100%	100%
home	13%	88%	100%
Grand Total	**16%**	**84%**	**100%**

C. Contracts with private business or organizations

FREQUENCY	
Count of Survey #12C	
1. SCHOOL	YES
new start up	30
public conversion	14
private conversion	4
for-profit	4
home	0
Grand Total	**58**

PERCENTAGE			
Count of Survey #12C			
1. SCHOOL	YES	(BLANK)	GRAND TOTAL
new start up	26%	74%	100%
public conversion	16%	84%	100%
private conversion	50%	50%	100%
for-profit	67%	33%	100%
home	75%	25%	100%
Grand Total	**26%**	**74%**	**100%**

D. Does not contract for any services

FREQUENCY	
Count of Survey #12D	
1. SCHOOL	YES
new start up	20
public conversion	11
private conversion	0
for-profit	0
home	0
Grand Total	**31**

PERCENTAGE			
Count of Survey #12D			
1. SCHOOL	YES	(BLANK)	GRAND TOTAL
new start up	17%	83%	100%
public conversion	13%	87%	100%
private conversion	0%	100%	100%
for-profit	0%	100%	100%
home	0%	100%	100%
Grand Total	**14%**	**86%**	**100%**

E. Don't know whether school is contracting for services

FREQUENCY	
Count of Survey #12E	
1. SCHOOL	YES
new start up	11
public conversion	15
private conversion	1
for-profit	0
home	1
Grand Total	**125**

PERCENTAGE			
Count of Survey #12E			
1. SCHOOL	YES	(BLANK)	GRAND TOTAL
new start up	10%	90%	100%
public conversion	17%	83%	100%
private conversion	13%	88%	100%
for-profit	0%	100%	100%
home	13%	88%	100%
Grand Total	**13%**	**88%**	**100%**

Question 15. Procedure in place for transfer to another school

FREQUENCY				
Count of Survey #15				
1. SCHOOL	YES	NO	DON'T KNOW	GRAND TOTAL
new start up	23	76	16	115
public conversion	55	19	13	87
private conversion	2	5	1	8
for-profit	1	3	1	5
home	2	4	2	8
Grand Total	**83**	**107**	**33**	**223**

PERCENTAGE				
Count of Survey #15				
1. SCHOOL	YES	NO	DON'T KNOW	GRAND TOTAL
new start up	20%	66%	14%	100%
public conversion	63%	22%	15%	100%
private conversion	25%	63%	13%	100%
for-profit	20%	60%	20%	100%
home	25%	50%	25%	100%
Grand Total	**37%**	**48%**	**15%**	**100%**

Question 16. Covered by district contract (by type of school)

FREQUENCY

Count of Survey #16

1. SCHOOL	YES	NO	DON'T KNOW	GRAND TOTAL
new start up	33	76	4	113
public conversion	74	11	2	87
priv conversion	5	3	0	8
for-profit	3	3	0	6
home	5	3	0	8
(blank)	3	4	0	7
Grand Total	**123**	**100**	**6**	**229**

PERCENTAGE

Count of Survey #16

1. SCHOOL	YES	NO	DON'T KNOW	GRAND TOTAL
new start up	29%	67%	4%	100%
public conversion	85%	13%	2%	100%
priv conversion	63%	38%	0%	100%
for-profit	50%	50%	0%	100%
home	63%	38%	0%	100%
(blank)				
Grand Total	**54%**	**43%**	**3%**	**100%**

Question 19. Working conditions in a school-wide written agreement (by type of school)

FREQUENCY

Count of Survey #19

1. SCHOOL	YES	NO	DON'T KNOW	GRAND TOTAL
new start up	51	39	20	110
public conversion	40	24	20	84
private conversion	3	4	1	8
for-profit	1	4	1	6
home	3	2	1	6
Grand Total	**98**	**73**	**43**	**214**

PERCENTAGE

Count of Survey #19

1. SCHOOL	YES	NO	DON'T KNOW	GRAND TOTAL
new start up	46%	35%	18%	100%
public conversion	48%	29%	24%	100%
private conversion	38%	50%	13%	100%
for-profit	17%	67%	17%	100%
home	50%	33%	17%	100%
Grand Total	**46%**	**34%**	**20%**	**100%**

Question 20. Working conditions are specified in an individual agreement (by type of school)

FREQUENCY

Count of Survey #20

1. SCHOOL	YES	NO	DON'T KNOW	GRAND TOTAL
new start up	53	40	16	109
public conversion	21	48	14	83
private conversion	2	4	2	8
for-profit	3	3	0	6
home	2	3	1	6
Grand Total	**81**	**98**	**33**	**212**

PERCENTAGE

Count of Survey #20

1. SCHOOL	YES	NO	DON'T KNOW	GRAND TOTAL
new start up	49%	37%	15%	100%
public conversion	25%	58%	17%	100%
private conversion	25%	50%	25%	100%
for-profit	50%	50%	0%	100%
home	33%	50%	17%	100%
Grand Total	**38%**	**46%**	**16%**	**100%**

Question 21. I have tenure in my job (by type of school)

FREQUENCY

Count of Survey #21

1. SCHOOL	YES	NO	DON'T KNOW	GRAND TOTAL
new start up	11	96	4	111
public conversion	58	24	2	84
private conversion	2	5	1	8
for-profit	0	6	0	6
home	3	3	1	7
Grand Total	**74**	**134**	**8**	**216**

PERCENTAGE

Count of Survey #21

1. SCHOOL	YES	NO	DON'T KNOW	GRAND TOTAL
new start up	10%	86%	4%	100%
public conversion	69%	29%	2%	100%
private conversion	25%	63%	13%	100%
for-profit	0%	100%	0%	100%
home	43%	43%	14%	100%
Grand Total	**34%**	**62%**	**4%**	**100%**

Question 22. Don't have tenure but do have job security (by type of school)

FREQUENCY

Count of Survey #22

1. SCHOOL	YES	NO	DON'T KNOW	GRAND TOTAL
new start up	27	60	14	101
public conversion	14	16	6	36
private conversion	2	2	2	6
for-profit	1	5	0	6
home	2	0	2	4
Grand Total	**46**	**83**	**24**	**153**

PERCENTAGE

Count of Survey #22

1. SCHOOL	YES	NO	DON'T KNOW	GRAND TOTAL
new start up	27%	59%	14%	100%
public conversion	39%	44%	17%	100%
private conversion	33%	33%	33%	100%
for-profit	17%	83%	0%	100%
home	50%	0%	50%	100%
Grand Total	**30%**	**54%**	**16%**	**100%**

Question 23. Evaluation of my teaching (by type of school) [multiple responses selected]

A. Principal

FREQUENCY

Count of Survey #23A

1. SCHOOL	YES
new start up	84
public conversion	70
private conversion	4
for-profit	6
home	6
Grand Total	**170**

PERCENTAGE

Count of Survey #23A

1. SCHOOL	YES	(BLANK)	GRAND TOTAL
new start up	73%	27%	100%
public conversion	80%	20%	100%
private conversion	50%	50%	100%
for-profit	100%	0%	100%
home	75%	25%	100%
Grand Total	**76%**	**24%**	**100%**

B. My peers

FREQUENCY

Count of Survey #23B

1. SCHOOL	YES
new start up	23
public conversion	18
private conversion	3
for-profit	2
home	1
Grand Total	**47**

PERCENTAGE

Count of Survey #23B

1. SCHOOL	YES	(BLANK)	GRAND TOTAL
new start up	20%	80%	100%
public conversion	21%	79%	100%
private conversion	38%	63%	100%
for-profit	33%	67%	100%
home	13%	88%	100%
Grand Total	**21%**	**79%**	**100%**

C. Other

FREQUENCY

Count of Survey #23C

1. SCHOOL	YES
new start up	39
public conversion	11
private conversion	2
for-profit	2
home	1
Grand Total	**55**

PERCENTAGE

Count of Survey #23C

1. SCHOOL	YES	(BLANK)	GRAND TOTAL
new start up	34%	66%	100%
public conversion	13%	87%	100%
private conversion	25%	75%	100%
for-profit	33%	67%	100%
home	13%	88%	100%
Grand Total	**25%**	**75%**	**100%**

Question 24. If a teacher receives a poor evaluation (by type of school)

A. The teacher is offered assistance to improve

FREQUENCY

Count of Survey #24A

1. SCHOOL	YES
new start up	85
public conversion	74
private conversion	7
for-profit	3
home	5
Grand Total	**174**

PERCENTAGE

Count of Survey #24A

1. SCHOOL	YES	(BLANK)	GRAND TOTAL
new start up	74%	26%	100%
public conversion	85%	15%	100%
private conversion	88%	13%	100%
for-profit	50%	50%	100%
home	63%	38%	100%
Grand Total	**78%**	**22%**	**100%**

B. Loses job

FREQUENCY

Count of Survey #24B

1. SCHOOL	YES
new start up	27
public conversion	6
private conversion	0
for-profit	0
home	0
Grand Total	**33**

PERCENTAGE

Count of Survey #24B

1. SCHOOL	YES	(BLANK)	GRAND TOTAL
new start up	23%	77%	100%
public conversion	7%	93%	100%
private conversion	0%	100%	100%
for-profit	0%	100%	100%
home	0%	100%	100%
Grand Total	**15%**	**85%**	**100%**

C. Nothing happens

FREQUENCY	
Count of Survey #24C	
1. SCHOOL	YES
new start up	5
public conversion	11
private conversion	1
for-profit	3
home	1
Grand Total	**21**

PERCENTAGE			
Count of Survey #24C			
1. SCHOOL	YES	(BLANK)	GRAND TOTAL
new start up	4%	96%	100%
public conversion	13%	87%	100%
private conversion	13%	88%	100%
for-profit	50%	50%	100%
home	13%	88%	100%
Grand Total	**9%**	**91%**	**100%**

D. The teacher is transferred to another school

FREQUENCY	
Count of Survey #24D	
1. SCHOOL	YES
new start up	0
public conversion	2
private conversion	0
for profit	0
home	0
Grand Total	**2**

PERCENTAGE			
Count of Survey #24D			
1. SCHOOL	YES	(BLANK)	GRAND TOTAL
new start up	0%	100%	100%
public conversion	2%	98%	100%
private conversion	0%	100%	100%
for-profit	0%	100%	100%
home	0%	100%	100%
Grand Total	**1%**	**99%**	**100%**

E. Other

FREQUENCY	
Count of Survey #24E	
1. SCHOOL	YES
new start up	13
public conversion	4
private conversion	0
for-profit	1
home	0
Grand Total	**18**

PERCENTAGE			
Count of Survey #24E			
1. SCHOOL	YES	(BLANK)	GRAND TOTAL
new start up	11%	89%	100%
public conversion	5%	95%	100%
private conversion	0%	100%	100%
for-profit	17%	83%	100%
home	0%	100%	100%
Grand Total	**8%**	**92%**	**100%**

Question 29. Local teacher's union/assoc. actively involved (by type of school)

FREQUENCY				
Count of Survey #29				
1. SCHOOL	YES	NO	DON'T KNOW	GRAND TOTAL
new start up	6	102	7	115
public conversion	47	31	8	86
private conversion	0	7	0	7
for-profit	0	6	0	6
home	0	5	3	8
Grand Total	**53**	**151**	**18**	**222**

PERCENTAGE				
Count of Survey #29				
1. SCHOOL	YES	NO	DON'T KNOW	GRAND TOTAL
new start up	5%	89%	6%	100%
public conversion	55%	36%	9%	100%
private conversion	0%	100%	0%	100%
for-profit	0%	100%	0%	100%
home	0%	63%	38%	100%
Grand Total	**24%**	**68%**	**8%**	**100%**

Question 30. Teachers have some days set aside for professional development

FREQUENCY

Count of Survey #30

1. SCHOOL	YES	NO	DON'T KNOW	GRAND TOTAL
new start up	100	15	0	115
public conversion	78	9	0	87
private conversion	7	1	0	8
for-profit	6	0	0	6
home	7	0	1	8
Grand Total	**198**	**25**	**1**	**224**

PERCENTAGE

Count of Survey #30

1. SCHOOL	YES	NO	DON'T KNOW	GRAND TOTAL
new start up	87%	13%	0%	100%
public conversion	90%	10%	0%	100%
private conversion	88%	13%	0%	100%
for-profit	100%	0%	0%	100%
home	88%	0%	13%	100%
Grand Total	**88%**	**11%**	**0%**	**100%**

Question 31. We regularly set aside time to discuss curriculum, scheduling, etc.

FREQUENCY

Count of Survey #31

1. SCHOOL	YES	NO	GRAND TOTAL
new start up	100	15	115
public conversion	79	8	87
private conversion	5	3	8
for-profit	6	0	6
home	7	1	8
Grand Total	**197**	**27**	**224**

PERCENTAGE

Count of Survey #31

1. SCHOOL	YES	NO	GRAND TOTAL
new start up	87%	13%	100%
public conversion	91%	9%	100%
private conversion	63%	38%	100%
for-profit	100%	0%	100%
home	88%	13%	100%
Grand Total	**88%**	**12%**	**100%**

Question 33. Most of the professional development I participate in takes place at my school

FREQUENCY

Count of Survey #33

1. SCHOOL	YES	NO	GRAND TOTAL
new start up	46	65	111
public conversion	57	26	83
private conversion	4	4	8
for-profit	5	1	6
home	6	2	8
Grand Total	**118**	**98**	**216**

PERCENTAGE

Count of Survey #33

1. SCHOOL	YES	NO	GRAND TOTAL
new start up	41%	59%	100%
public conversion	69%	31%	100%
private conversion	50%	50%	100%
for-profit	83%	17%	100%
home	75%	25%	100%
Grand Total	**55%**	**45%**	**100%**

Question 34. Teachers at this school decide what kind of professional development they need

FREQUENCY

Count of Survey #34

1. SCHOOL	YES	NO	DON'T KNOW	GRAND TOTAL
new start up	94	15	3	112
public conversion	64	17	0	81
private conversion	7	1	0	8
for-profit	2	3	0	5
home	4	2	1	7
Grand Total	**171**	**38**	**4**	**213**

PERCENTAGE

Count of Survey #34

1. SCHOOL	YES	NO	DON'T KNOW	GRAND TOTAL
new start up	84%	13%	3%	100%
public conversion	79%	21%	0%	100%
private conversion	88%	13%	0%	100%
for-profit	40%	60%	0%	100%
home	57%	29%	14%	100%
Grand Total	**80%**	**18%**	**2%**	**100%**

Question 36. Money is set aside at this school for professional development

FREQUENCY

Count of Survey #36

1. SCHOOL	YES	NO	DON'T KNOW	GRAND TOTAL
new start up	92	13	9	114
public conversion	78	7	2	87
private conversion	7	1	0	8
for-profit	6	0	0	6
home	6	0	2	8
Grand Total	**189**	**21**	**13**	**223**

PERCENTAGE

Count of Survey #36

1. SCHOOL	YES	NO	DON'T KNOW	GRAND TOTAL
new start up	81%	11%	8%	100%
public conversion	90%	8%	2%	100%
private conversion	88%	13%	0%	100%
for-profit	100%	0%	0%	100%
home	75%	0%	25%	100%
Grand Total	**85%**	**9%**	**6%**	**100%**

Question 38. Salary comparison (by type of school)

FREQUENCY

Count of Survey #38

1. SCHOOL	HIGHER	ABOUT SAME	LOWER	GRAND TOTAL
new start up	20	29	20	69
public conversion	16	32	1	49
private conversion	2	0	2	4
for-profit	2	0	2	4
home school	0	4	1	5
Grand Total	**40**	**65**	**26**	**131**

PERCENTAGE

Count of Survey #38

1. SCHOOL	HIGHER	ABOUT SAME	LOWER	GRAND TOTAL
new start up	29%	42%	29%	100%
public conversion	33%	65%	2%	100%
private conversion	50%	0%	50%	100%
for-profit	50%	0%	50%	100%
home school	0%	80%	20%	100%
Grand Total	**31%**	**50%**	**20%**	**100%**

Question 42. Support personnel (by type of school)

A. Employees of this school

FREQUENCY

Count of Survey #42A	
1. SCHOOL	YES
new start up	83
public conversion	36
private conversion	8
for-profit	4
home	5
Grand Total	**136**

PERCENTAGE

Count of Survey #42A			
1. SCHOOL	YES	(BLANK)	GRAND TOTAL
new start up	72%	28%	100%
public conversion	41%	59%	100%
private conversion	100%	0%	100%
for-profit	67%	33%	100%
home	63%	38%	100%
Grand Total	**61%**	**39%**	**100%**

B. Employees of the school district

FREQUENCY

Count of Survey #42B			
1. SCHOOL	YES	BLANK	GRAND TOTAL
new start up	25	90	115
public conversion	61	26	87
private conversion	0	8	8
for-profit	0	6	6
home	6	2	8
Grand Total	**92**	**132**	**224**

PERCENTAGE

Count of Survey #42B			
1. SCHOOL	YES	BLANK	GRAND TOTAL
new start up	22%	78%	100%
public conversion	70%	30%	100%
private conversion	0%	100%	100%
for-profit	0%	100%	100%
home	75%	25%	100%
Grand Total	**41%**	**59%**	**100%**

C. Students

FREQUENCY

Count of Survey #42C	
1. SCHOOL	YES
new start up	11
public conversion	1
private conversion	1
for-profit	1
home	0
Grand Total	**14**

PERCENTAGE

Count of Survey #42C			
1. SCHOOL	YES	(BLANK)	GRAND TOTAL
new start up	10%	90%	100%
public conversion	1%	99%	100%
private conversion	13%	88%	100%
for-profit	17%	83%	100%
home	0%	100%	100%
Grand Total	**6%**	**94%**	**100%**

D. Volunteers

FREQUENCY

Count of Survey #42D	
1. SCHOOL	YES
new start up	40
public conversion	8
private conversion	2
for-profit	3
home	3
Grand Total	**56**

PERCENTAGE

Count of Survey #42D			
1. SCHOOL	YES	(BLANK)	GRAND TOTAL
new start up	35%	65%	100%
public conversion	9%	91%	100%
private conversion	25%	75%	100%
for-profit	50%	50%	100%
home	38%	63%	100%
Grand Total	**25%**	**75%**	**100%**

E. Contract workers

FREQUENCY

Count of Survey #42E

1. SCHOOL	YES
new start up	15
public conversion	1
private conversion	1
for-profit	1
home	1
Grand Total	**19**

PERCENTAGE

Count of Survey #42E

1. SCHOOL	YES	(BLANK)	GRAND TOTAL
new start up	13%	87%	100%
public conversion	1%	99%	100%
private conversion	13%	88%	100%
for-profit	17%	83%	100%
home	13%	88%	100%
Grand Total	**8%**	**92%**	**100%**

F. Other

FREQUENCY

Count of Survey #42F

1. SCHOOL	YES
new start up	8
public conversion	1
private conversion	0
for-profit	2
home	1
Grand Total	**12**

PERCENTAGE

Count of Survey #42F

1. SCHOOL	YES	(BLANK)	GRAND TOTAL
new start up	7%	93%	100%
public conversion	1%	99%	100%
private conversion	0%	100%	100%
for-profit	33%	67%	100%
home	13%	88%	100%
Grand Total	**5%**	**95%**	**100%**

Question 43. Teacher decision making authority at this school

A. Teacher hiring

FREQUENCY

Count of Survey #43A

1. SCHOOL	AGREE	2	3	4	DISAGREE	GRAND TOTAL
new start up	28	26	15	12	32	113
public conversion	25	19	12	9	20	85
private conversion	3	0	0	1	4	8
for-profit	0	2	1	1	2	6
home	3	1	1	0	1	6
Grand Total	**59**	**48**	**29**	**23**	**59**	**218**

PERCENTAGE

Count of Survey #43A

1. SCHOOL	AGREE	2	3	4	DISAGREE	GRAND TOTAL
new start up	25%	23%	13%	11%	28%	100%
public conversion	29%	22%	14%	11%	24%	100%
private conversion	38%	0%	0%	13%	50%	100%
for-profit	0%	33%	17%	17%	33%	100%
home	50%	17%	17%	0%	17%	100%
Grand Total	**27%**	**22%**	**13%**	**11%**	**27%**	**100%**

B. Administrator hiring

FREQUENCY

Count of Survey #43B

1. SCHOOL	AGREE	2	3	4	DISAGREE	GRAND TOTAL
new start up	18	19	16	13	42	108
public conversion	22	13	20	14	15	84
private conversion	2	v0	0	0	6	8
for-profit	1	1	0	2	2	6
home	1	0	0	2	3	6
Grand Total	**44**	**33**	**36**	**31**	**68**	**212**

PERCENTAGE

Count of Survey #43B

1. SCHOOL	AGREE	2	3	4	DISAGREE	GRAND TOTAL
new start up	17%	18%	15%	12%	39%	100%
public conversion	26%	15%	24%	17%	18%	100%
private conversion	25%	0%	0%	0%	75%	100%
for-profit	17%	17%	0%	33%	33%	100%
home	17%	0%	0%	33%	50%	100%
Grand Total	**21%**	**16%**	**17%**	**15%**	**32%**	**100%**

C. Support staff hiring

FREQUENCY

Count of Survey #43C

1. SCHOOL	AGREE	2	3	4	DISAGREE	GRAND TOTAL
new start up	28	18	23	12	31	112
public conversion	22	19	17	12	15	85
private conversion	2	1	2	0	3	8
for-profit	2	0	0	2	2	6
home	2	1	2	0	1	6
Grand Total	**56**	**39**	**44**	**26**	**52**	**217**

PERCENTAGE

Count of Survey #43C

1. SCHOOL	AGREE	2	3	4	DISAGREE	GRAND TOTAL
new start up	25%	16%	21%	11%	28%	100%
public conversion	26%	22%	20%	14%	18%	100%
private conversion	25%	13%	25%	0%	38%	100%
for-profit	33%	0%	0%	33%	33%	100%
home	33%	17%	33%	0%	17%	100%
Grand Total	**26%**	**18%**	**20%**	**12%**	**24%**	**100%**

D. Teacher assignment

FREQUENCY

Count of Survey #43D

1. SCHOOL	AGREE	2	3	4	DISAGREE	GRAND TOTAL
new start up	36	26	24	11	15	112
public conversion	14	27	21	11	10	83
private conversion	3	2	0	0	3	8
for-profit	1	1	2	0	2	6
home	3	1	1	0	1	6
Grand Total	**57**	**57**	**48**	**22**	**31**	**215**

PERCENTAGE

Count of Survey #43D

1. SCHOOL	AGREE	2	3	4	DISAGREE	GRAND TOTAL
new start up	32%	23%	21%	10%	13%	100%
public conversion	17%	33%	25%	13%	12%	100%
private conversion	38%	25%	0%	0%	38%	100%
for-profit	17%	17%	33%	0%	33%	100%
home	50%	17%	17%	0%	17%	100%
Grand Total						

E. Teacher evaluation

FREQUENCY

Count of Survey #43E

1. SCHOOL	AGREE	2	3	4	DISAGREE	GRAND TOTAL
new startup	19	19	28	18	28	112
public conversion	16	15	20	13	20	84
private conversion	2	1	3	0	2	8
for-profit	1	2	1	0	2	6
home	1	0	4	0	1	6
Grand Total	**39**	**37**	**56**	**31**	**53**	**216**

PERCENTAGE

Count of Survey #43E

1. SCHOOL	AGREE	2	3	4	DISAGREE	GRAND TOTAL
new startup	17%	17%	25%	16%	25%	100%
public conversion	19%	18%	24%	15%	24%	100%
private conversion	25%	13%	38%	0%	25%	100%
for-profit	17%	33%	17%	0%	33%	100%
home	17%	0%	67%	0%	17%	100%
Grand Total	**18%**	**17%**	**26%**	**14%**	**25%**	**100%**

F. Curriculum

FREQUENCY

Count of Survey #43F

1. SCHOOL	AGREE	2	3	4	DISAGREE	GRAND TOTAL
new start up	50	24	22	4	15	115
public conversion	27	20	14	11	12	84
private conversion	4	2	1	0	1	8
for-profit	2	0	0	2	2	6
home	3	1	1	1	1	7
Grand Total	**86**	**47**	**38**	**18**	**31**	**220**

PERCENTAGE

Count of Survey #43F

1. SCHOOL	AGREE	2	3	4	DISAGREE	GRAND TOTAL
new start up	43%	21%	19%	3%	13%	100%
public conversion	32%	24%	17%	13%	14%	100%
private conversion	50%	25%	13%	0%	13%	100%
for-profit	33%	0%	0%	33%	33%	100%
home	43%	14%	14%	14%	14%	100%
Grand Total	**39%**	**21%**	**17%**	**8%**	**14%**	**100%**

G. Selection of instructional materials

FREQUENCY

Count of Survey #43G

1. SCHOOL	AGREE	2	3	4	DISAGREE	GRAND TOTAL
new start up	63	12	13	10	17	115
public conversion	30	23	9	12	11	85
private conversion	4	3	0	0	1	8
for-profit	1	1	0	3	1	6
home	3	1	1	0	2	7
Grand Total	**101**	**40**	**23**	**25**	**32**	**221**

PERCENTAGE

Count of Survey #43G

1. SCHOOL	AGREE	2	3	4	DISAGREE	GRAND TOTAL
new start up	55%	10%	11%	9%	15%	100%
public conversion	35%	27%	11%	14%	13%	100%
private conversion	50%	38%	0%	0%	13%	100%
for-profit	17%	17%	0%	50%	17%	100%
home	43%	14%	14%	0%	29%	100%
Grand Total	**46%**	**18%**	**10%**	**11%**	**14%**	**100%**

H. Length of school day

FREQUENCY

Count of Survey #43H

1. SCHOOL	AGREE	2	3	4	DISAGREE	GRAND TOTAL
new start up	19	13	32	16	34	114
public conversion	18	12	16	9	28	83
private conversion	1	0	5	2	0	8
for-profit	1	0	1	1	3	6
home	1	0	3	0	2	6
Grand Total	**40**	**25**	**57**	**28**	**67**	**217**

PERCENTAGE

Count of Survey #43H

1. SCHOOL	AGREE	2	3	4	DISAGREE	GRAND TOTAL
new start up	17%	11%	28%	14%	30%	100%
public conversion	22%	14%	19%	11%	34%	100%
private conversion	13%	0%	63%	25%	0%	100%
for-profit	17%	0%	17%	17%	50%	100%
home	17%	0%	50%	0%	33%	100%
Grand Total	**18%**	**12%**	**26%**	**13%**	**31%**	**100%**

I. Length of school year

FREQUENCY

Count of Survey #43I

1. SCHOOL	AGREE	2	3	4	DISAGREE	GRAND TOTAL
new start up	17	14	23	17	43	114
public conversion	15	11	12	11	35	84
private conversion	1	0	3	2	2	8
for-profit	1	0	1	1	3	6
home	2	0	1	1	2	6
Grand Total	**36**	**25**	**40**	**32**	**85**	**218**

PERCENTAGE

Count of Survey #43I

1. SCHOOL	AGREE	2	3	4	DISAGREE	GRAND TOTAL
new start up	15%	12%	20%	15%	38%	100%
public conversion	18%	13%	14%	13%	42%	100%
private conversion	13%	0%	38%	25%	25%	100%
for-profit	17%	0%	17%	17%	50%	100%
home	33%	0%	17%	17%	33%	100%
Grand Total	**17%**	**11%**	**18%**	**15%**	**39%**	**100%**

J. Assignment of students to classes

FREQUENCY

Count of Survey #43J

1. SCHOOL	AGREE	2	3	4	DISAGREE	GRAND TOTAL
new start up	35	28	17	8	26	114
public conversion	18	17	17	5	18	85
private conversion	1	1	2	1	1	6
for-profit	2	1	0	1	2	6
home	1	0	3	1	1	5
Grand Total	**57**	**47**	**39**	**25**	**48**	**216**

PERCENTAGE

Count of Survey #43J

1. SCHOOL	AGREE	2	3	4	DISAGREE	GRAND TOTAL
new start up	31%	25%	15%	7%	23%	100%
public conversion	21%	20%	20%	18%	21%	100%
private conversion	17%	17%	33%	17%	17%	100%
for-profit	33%	17%	0%	17%	33%	100%
home	20%	0%	60%	0%	20%	100%
Grand Total	**26%**	**22%**	**18%**	**12%**	**22%**	**100%**

K. Student discipline policy

FREQUENCY

Count of Survey #43K

1. SCHOOL	AGREE	2	3	4	DISAGREE	GRAND TOTAL
new start up	36	25	25	11	17	114
public conversion	25	22	18	11	9	85
private conversion	3	3	0	1	1	8
for-profit	2	1	0	1	2	6
home	2	0	3	0	0	5
Grand Total	**68**	**51**	**46**	**24**	**29**	**218**

PERCENTAGE

Count of Survey #43K

1. SCHOOL	AGREE	2	3	4	DISAGREE	GRAND TOTAL
new start up	32%	22%	22%	10%	15%	100%
public conversion	29%	26%	21%	13%	11%	100%
private conversion	38%	38%	0%	13%	13%	100%
for-profit	33%	17%	0%	17%	33%	100%
home	40%	0%	60%	0%	0%	100%
Grand Total	**31%**	**23%**	**21%**	**11%**	**13%**	**100%**

L. How dollars are spent

FREQUENCY

Count of Survey #43L

1. SCHOOL	AGREE	2	3	4	DISAGREE	GRAND TOTAL
new start up	12	23	36	18	25	114
public conversion	10	18	35	8	13	84
private conversion	1	3	1	1	2	8
for-profit	1	1	0	1	3	6
home	1	3	1	0	1	6
Grand Total	**25**	**48**	**73**	**28**	**44**	**218**

PERCENTAGE

Count of Survey #43L

1. SCHOOL	AGREE	2	3	4	DISAGREE	GRAND TOTAL
new start up	11%	20%	32%	16%	22%	100%
public conversion	12%	21%	42%	10%	15%	100%
private conversion	13%	38%	13%	13%	25%	100%
for-profit	17%	17%	0%	17%	50%	100%
home	17%	50%	17%	0%	17%	100%
Grand Total	**11%**	**22%**	**33%**	**13%**	**20%**	**100%**

Question 44. Parents are significantly involved in making educational decisions at this school

FREQUENCY

Count of Survey #44

1. SCHOOL	YES	NO	DON'T KNOW	GRAND TOTAL
new start up	78	29	7	114
public conversion	66	17	3	86
private conversion	4	3	0	7
for-profit	2	3	1	6
home	8	0	0	8
Grand Total	**158**	**52**	**11**	**221**

PERCENTAGE

Count of Survey #44

1. SCHOOL	YES	NO	DON'T KNOW	GRAND TOTAL
new start up	68%	25%	6%	100%
public conversion	77%	20%	3%	100%
private conversion	57%	43%	0%	100%
for-profit	33%	50%	17%	100%
home	100%	0%	0%	100%
Grand Total	**71%**	**24%**	**5%**	**100%**

Question 45. Support staff are significantly involved in making decisions at this school

FREQUENCY

Count of Survey #45

1. SCHOOL	YES	NO	DON'T KNOW	GRAND TOTAL
new start up	43	57	10	110
public conversion	34	41	10	85
private conversion	2	5	0	7
for-profit	2	4	0	6
home	5	1	2	8
Grand Total	**86**	**108**	**22**	**216**

PERCENTAGE

Count of Survey #45

1. SCHOOL	YES	NO	DON'T KNOW	GRAND TOTAL
new start up	39%	52%	9%	100%
public conversion	40%	48%	12%	100%
private conversion	29%	71%	0%	100%
for-profit	33%	67%	0%	100%
home	63%	13%	25%	100%
Grand Total	**40%**	**50%**	**10%**	**100%**

Question 46. Staff morale (by type of school)

FREQUENCY

Count of Survey #46

1. SCHOOL	HIGH	FAIR	LOW	GRAND TOTAL
new start up	60	40	7	107
public conversion	45	30	9	84
private conversion	4	2	2	8
for-profit	2	0	4	6
home school	5	3	0	8
Grand Total	**116**	**75**	**22**	**213**

PERCENTAGE

Count of Survey #46

1. SCHOOL	HIGH	FAIR	LOW	GRAND TOTAL
new start up	56%	37%	7%	100%
public conversion	54%	36%	11%	100%
private conversion	50%	25%	25%	100%
for-profit	33%	0%	67%	100%
home school	63%	38%	0%	100%
Grand Total	**54%**	**35%**	**10%**	**100%**

Question 50. Previous teaching experience before coming to this school

FREQUENCY

Count of Survey #50

1. SCHOOL	PUBLIC	PRIVATE	PUBLIC/ PRIVATE	NO PREVIOUS	GRAND TOTAL
new start up	60	11	30	9	110
public conversion	58	7	2	16	83
private conversion	3	0	2	2	7
for-profit	4	0	1	1	6
home	4	0	3	1	8
Grand Total	**129**	**18**	**38**	**29**	**214**

PERCENTAGE

Count of Survey #50

1. SCHOOL	PUBLIC	PRIVATE	PUBLIC/ PRIVATE	NO PREVIOUS	GRAND TOTAL
new start up	55%	10%	27%	8%	100%
public conversion	70%	8%	2%	19%	100%
private conversion	43%	0%	29%	29%	100%
for-profit	67%	0%	17%	17%	100%
home	50%	0%	38%	13%	100%
Grand Total	**60%**	**8%**	**18%**	**14%**	**100%**

Question 51. Currently licensed to teach?

FREQUENCY

Count of Survey #51

1. SCHOOL	YES	NO	GRAND TOTAL
new start up	101	12	113
public conversion	84	2	86
private conversion	8	0	8
for-profit	6	0	6
home	8	0	8
Grand Total	**207**	**14**	**221**

PERCENTAGE

Count of Survey #51

1. SCHOOL	YES	NO	GRAND TOTAL
new start up	89%	11%	100%
public conversion	98%	2%	100%
private conversion	100%	0%	100%
for-profit	100%	0%	100%
home	100%	0%	100%
Grand Total	**94%**	**6%**	**100%**

SELECTED GRADE LEVEL COMPARISONS

Question 7. Program at this school

A. Emphasizes specific subjects

FREQUENCY

Count of Survey #7A

3. COMBO	YES
elem	24
mid/jr. high	8
high school	16
k-8/10	23
mid/hs combo	7
k-12	12
Grand Total	**90**

PERCENTAGE

Count of Survey #7A

3. COMBO	YES	(BLANK)	GRAND TOTAL
elem	34%	66%	100%
mid/jr. high	47%	53%	100%
high school	46%	54%	100%
k-8/10	39%	61%	100%
mid/hs combo	37%	63%	100%
k-12	40%	60%	100%
Grand Total	**39%**	**61%**	**100%**

B. Is organized on the basis of a national known and identifiable program

FREQUENCY

Count of Survey #7B

3. COMBO	YES
elem	12
mid/jr. high	0
high school	2
k-8/10	13
mid/hs combo	1
k-12	7
Grand Total	**35**

PERCENTAGE

Count of Survey #7B

3. COMBO	YES	(BLANK)	GRAND TOTAL
elem	17%	83%	100%
mid/jr. high	0%	100%	100%
high school	6%	94%	100%
k-8/10	22%	78%	100%
mid/hs combo	5%	95%	100%
k-12	23%	77%	100%
Grand Total	**15%**	**85%**	**100%**

C. Focuses specifically on basic skills

FREQUENCY

Count of Survey #7C

3. COMBO	YES
elem	22
mid/jr. high	4
high school	14
k-8/10	10
mid/hs combo	7
k-12	8
(blank)	1
Grand Total	**66**

PERCENTAGE

Count of Survey #7C

3. COMBO	YES	(BLANK)	GRAND TOTAL
elem	31%	69%	100%
mid/jr. high	24%	76%	100%
high school	40%	60%	100%
k-8/10	17%	83%	100%
mid/hs combo	37%	63%	100%
k-12	27%	73%	100%
(blank)			
Grand Total	**28%**	**72%**	**100%**

D. Other

FREQUENCY

Count of Survey #7D

3. COMBO	YES
elem	19
mid/jr. high	4
high school	9
k-8/10	19
mid/hs combo	7
k-12	7
Grand Total	**65**

PERCENTAGE

Count of Survey #7D

3. COMBO	YES	(BLANK)	GRAND TOTAL
elem	27%	73%	100%
mid/jr. high	24%	76%	100%
high school	26%	74%	100%
k-8/10	32%	68%	100%
mid/hs combo	37%	63%	100%
k-12	23%	77%	100%
Grand Total	**28%**	**72%**	**100%**

Question 13. Average class size by grade level

FREQUENCY

Count of Survey #13

	STUDENTS					
3. COMBO	<10	10–15	16–20	21–30	>30	GRAND TOTAL
elem	2	0	40	23	3	68
mid/jr. high	0	1	3	5	8	17
high school	0	4	7	13	9	33
k-8/10	5	0	22	27	5	59
mid/hs combo	0	3	9	4	0	16
k-12	1	8	12	6	1	28
(blank)	0	0	0	1	0	1
Grand Total	**8**	**16**	**93**	**79**	**26**	**222**

FREQUENCY

Count of Survey #13

3. COMBO	STUDENTS <10	10–15	16–20	21–30	>30	GRAND TOTAL
elem	3%	0%	59%	34%	4%	100%
mid/jr. high	0%	6%	18%	29%	47%	100%
high school	0%	12%	21%	39%	27%	100%
k-8/10	8%	0%	37%	46%	8%	100%
mid/hs combo	0%	19%	56%	25%	0%	100%
k-12	4%	29%	43%	21%	4%	100%
(blank)	0%	0%	0%	100%	0%	100%
Grand Total	**4%**	**7%**	**42%**	**36%**	**12%**	**100%**

Question 46. Staff morale by grade level served

FREQUENCY

Count of Survey #46

3. COMBO	HIGH	FAIR	LOW	GRAND TOTAL
elementary	39	24	7	70
mid/jr. high	7	9	1	17
high school	15	12	5	32
k-8/10	29	18	8	55
ms/hs combo	10	6	1	17
k-12	18	10	1	29
Grand Total	**118**	**79**	**23**	**220**

PERCENTAGE

Count of Survey #46

3. COMBO	HIGH	FAIR	LOW	GRAND TOTAL
elementary	56%	34%	10%	100%
mid/jr. high	41%	53%	6%	100%
high school	47%	38%	16%	100%
k-8/10	53%	33%	15%	100%
ms/hs combo	59%	35%	6%	100%
k-12	62%	34%	3%	100%
Grand Total	**54%**	**36%**	**10%**	**100%**

SELECTED WORKING CONDITIONS COMPARISONS

Question 14 and 37. Number of paid school days by level of pay

FREQUENCY

Count of Survey #14 & 37

	DAYS			
SALARY	170 OR LESS	171-182	OVER 182	GRAND TOTAL
less than 20k	0	2	5	7
20k–29k	4	41	19	64
30k–37k	3	38	31	72
over 37k	3	41	33	77
Grand Total	**10**	**122**	**88**	**220**

PERCENTAGE

Count of Survey #14 & 37

	DAYS			
SALARY	170 OR LESS	171-182	OVER 182	GRAND TOTAL
less than 20k	0%	29%	71%	100%
20k–29k	6%	64%	30%	100%
30k–37k	4%	53%	43%	100%
over 37k	4%	53%	43%	100%
Grand Total	**5%**	**55%**	**40%**	**100%**

Question 14 and 38. Number of paid school days by comparison of salary

FREQUENCY

Count of Survey #14 & 38

	DAYS			
SALARY	170 OR LESS	171-182	OVER 182	GRAND TOTAL
higher	3	22	16	41
about the same	3	33	28	64
lower	1	11	12	24
Grand Total	**7**	**66**	**56**	**129**

PERCENTAGE

Count of Survey #14 & 38

	DAYS			
SALARY	170 OR LESS	171-182	OVER 182	GRAND TOTAL
higher	7%	54%	39%	100%
about the same	5%	52%	44%	100%
lower	4%	46%	50%	100%
Grand Total	**5%**	**51%**	**43%**	**100%**

Question 14 and 49. Number of paid school days by years of teaching experience

FREQUENCY

Count of Survey #14 & 49

	DAYS			
YEARS	170 OR LESS	171-182	OVER 182	GRAND TOTAL
less than 2	1	11	7	19
2–4	0	28	17	45
5–15	9	50	34	93
over 15	0	34	27	61
Grand Total	**10**	**123**	**85**	**218**

PERCENTAGE

Count of Survey #14 & 49

	DAYS			
YEARS	170 OR LESS	171-182	OVER 182	GRAND TOTAL
less than 2	5%	58%	37%	100%
2–4	0%	62%	38%	100%
5–15	10%	54%	37%	100%
over 15	0%	56%	44%	100%
Grand Total	**5%**	**51%**	**39%**	**100%**

Question 37 and 49. Teaching experience by salary level

FREQUENCY

Count of Survey #14 & 49

SALARY	YEARS <2	2–4	5–15	OVER 15	GRAND TOTAL
less than 20k	2	3	3	1	9
20k–29k	14	22	26	7	69
30k–37k	5	18	40	12	75
over 37k	1	3	98	42	75
Grand Total	**22**	**46**	**98**	**62**	**228**

PERCENTAGE

Count of Survey #14 & 49

SALARY	YEARS <2	2–4	5–15	OVER 15	GRAND TOTAL
less than 20k	9%	7%	3%	2%	4%
20k–29k	64%	48%	27%	11%	30%
30k–37k	23%	39%	41%	19%	33%
over 37k	5%	7%	30%	68%	33%
Grand Total	**100%**	**100%**	**100%**	**100%**	**100%**

Question 15 and 16. Procedure in place for transfer to a school by covered by district contract

FREQUENCY

Count of Survey #15 & 16

CONTRACT	YES	NO	DON'T KNOW	GRAND TOTAL
covered by contract	72	33	17	122
not covered	10	74	16	100
don't know	0	5	1	6
Grand Total	**82**	**112**	**34**	**228**

PERCENTAGE

Count of Survey #15 & 16

CONTRACT	YES	NO	DON'T KNOW	GRAND TOTAL
covered by contract	59%	27%	14%	100%
not covered	10%	74%	16%	100%
don't know	0%	83%	17%	100%
Grand Total	**36%**	**49%**	**15%**	**100%**

Question 21 and 49. I have tenure in my job (by years of experience)

FREQUENCY

Count of Survey #21 & 49

YEARS	TENURE YES	NO	DON'T KNOW	(BLANK)	GRAND TOTAL
less than 2	1	20	1	0	22
2-4	7	34	3	3	47
5-15	34	60	2	2	98
over 15	32	25	2	3	62
Grand Total	**74**	**139**	**8**	**8**	**229**

PERCENTAGE

Count of Survey #21 & 49

YEARS	TENURE YES	NO	DON'T KNOW	GRAND TOTAL
less than 2	1%	14%	13%	10%
2-4	9%	24%	38%	20%
5-15	46%	43%	25%	43%
over 15	43%	18%	25%	27%
Grand Total	**100%**	**100%**	**100%**	**100%**

Question 49, 14, 37. Teaching experience and salary by number of paid schooldays

FREQUENCY

Count of Survey #49, 14 & 37

YEARS EXPERIENCE	SALARY	YEAR + SALARY	DAYS			GRAND TOTAL
			170 OR LESS	171–182	OVER 182	
<2	less than 20k	11	0	0	2	2
	20k-29k	12	0	6	5	11
	30k-37k	13	1	4	0	5
	over 37k	14	0	1	0	1
2–4	less than 20k	21	0	0	2	2
	20k-29k	22	0	19	3	22
	30k-37k	23	0	7	10	17
	over 37k	24	0	1	2	3
5–15	less than 20k	31	0	1	1	2
	20k-29k	32	4	14	6	24
	30k-37k	33	2	21	15	38
	over 37k	34	3	14	12	29
over 15	less than 20k	41	0	1	0	1
	20k-29k	42	0	2	5	7
	30k-37k	43	0	6	6	12
	over 37k	44	0	25	16	41
		Grand Total	**10**	**122**	**85**	**217**

FREQUENCY

Count of Survey #49, 14 & 37

YEARS EXPERIENCE	SALARY	YEAR + SALARY	DAYS			GRAND TOTAL
			170 OR LESS	171–182	OVER 182	
<2	less than 20k	11	0%	0%	100%	100%
	20k-29k	12	0%	55%	45%	100%
	30k-37k	13	20%	80%	0%	100%
	over 37k	14	0%	100%	0%	100%
2-4	less than 20k	21	0%	0%	100%	100%
	20k-29k	22	0%	86%	14%	100%
	30k-37k	23	0%	41%	59%	100%
	over 37k	24	0%	33%	67%	100%
5-15	less than 20k	31	0%	50%	50%	100%
	20k-29k	32	17%	58%	25%	100%
	30k-37k	33	5%	55%	39%	100%
	over 37k	34	10%	48%	41%	100%
over 15	less than 20k	41	0%	100%	0%	100%
	20k-29k	42	0%	29%	71%	100%
	30k-37k	43	0%	50%	50%	100%
	over 37k	44	0%	61%	39%	100%
		Grand Total	**5%**	**56%**	**39%**	**100%**

Question 16 and 21. I have tenure in my job by covered by same contract as teachers in district

FREQUENCY

Count of Survey #15 & 16

	TENURE			
CONTRACT	YES	NO	DON'T KNOW	GRAND TOTAL
covered by contract	71	44	2	117
not covered	5	89	4	98
don't know	0	5	1	6
Grand Total	**76**	**138**	**7**	**221**

PERCENTAGE

Count of Survey #15 & 16

	TENURE			
CONTRACT	YES	NO	DON'T KNOW	GRAND TOTAL
covered by contract	61%	38%	2%	100%
not covered	5%	91%	4%	100%
don't know	0%	83%	17%	100%
Grand Total	**34%**	**62%**	**3%**	**100%**

Question 47. Reason for choosing to teach in a charter school

Teachers who chose "Freedom to Teach the Way I Want" and another response

60.5% or 141 teachers chose freedom response

PERCENTAGE

Count of Survey #47

REASON	FREQUENCY	PERCENT OF TOTAL
A. Freedom to teach + B. Kinds of students here	44	19%
A. Freedom to teach + C. Less violence here	54	23%
A. Freedom to teach + D. Freedom from rules and regulations	63	27%
A. Freedom to teach + E. No teacher union involvement	33	14%
A. Freedom to teach + F. Teacher union is directly involved	5	2%

State Charter School Legislation

Charter school statutes vary widely and differ on matters such as the number of charter schools allowed, the agencies that approve charters, who can seek a charter, and the degree of operating autonomy granted to schools. By early 1998, thirty two states and the District of Columbia had approved charter school legislation, with the most recent legislation from Virginia, Idaho, and Utah.

Descriptions of charter school laws are presented in this appendix in two parts. The first part of the appendix is a detailed analysis of the laws governing charter schools in the four states in which the case studies were conducted (Arizona, California, Massachusetts, and Michigan), providing additional background and a legal context for the case studies. Each of the case study state statutes is described according to:

- Purpose or goals of charter schools
- Number and types of charters allowed
- Who can initiate a charter?
- Required charter provisions
- Processes for approval and appeal, renewal and revocation
- Legal status and power of charters (including waivers of state and local laws and polices)
- Student admission criteria
- Money allotted to charters
- Governance
- Labor relations
- Accountability and reporting requirements

The second part of the appendix is a brief summary of legislation from all other states from information produced by the Education Commission of the States (ECS).[1]

The Education Commission of the States (ECS) uses what has become a widely accepted template for judging whether charter statutes are "strong" or "weak."[2] "Strong" charter school legislation refers to statutes which allow more autonomy from state and district regulations in the development of an "alternative public school system." "Weak" legislation permits charter schools to be established, but generally limit the scope of establishing and independent charter school system by limiting the numbers of schools permitted, establishing complicated application processes, or limiting school independence.

Strong laws, are characterized by the following: 1) non-local board sponsor available or appeal process (for rejected charters) exists; 2) individuals or groups from outside the public school system can organize a charter proposal; 3) automatic exemptions from most state laws and local policies; 4) fiscal autonomy; 5) legal autonomy; 6) no (or very high) limits on number of charter schools allowed; and 7) some percentage of non-certified individuals can teach at charter schools without being required to seek waivers or alternative certification. ECS judges all four of the case study states to have strong charter laws.

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[1] Source for these summaries is the Education Commission of the States, *Clearinghouse Notes, Charter Schools* matrix, dated October 1997. ECS is currently in the process of updating the description of charter school legislation. Their update will also include an analysis of the most recent legislation from Virginia, Idaho, and Utah (passed in 1998).

[2] According to an Education Commission of the States *Charter Schools Issue Brief*, the seven criteria for strong vs. weak charter school legislation were originally suggested by Louann A. Bierlein, formerly of the Morrison Institute for Public Policy.

Part I
Case Study Statute Review

ARIZONA, 1994, AMENDED 1997

Purpose or Goals: Charter schools are authorized to "provide a learning environment that will improve pupil achievement." Moreover, "charter schools provide additional academic choices for parents and pupils" (sec. 15-181).

Number and Types of Charters Allowed: There is no "cap" on the total number of charter schools allowed. However, the State Board for Charter Schools and the State Board of Education are limited to sponsorship of 50 schools. Other charters must have local board sponsorship. The statute allows both conversions and new start-ups. Private schools may convert to public charter status and for-profit organizations may initiate charters. However, religiously-affiliated schools may not become charter schools.

Who Can Initiate a Charter School: A public body, private individual(s), or private organization(s) may initiate charter schools.

Required Charter Provisions: The charter must provide a description of the program to be offered, anticipated pupil performance standards and outcomes, a plan for evaluating the effectiveness of the school, the methods and types of pupil assessment to be used, the way in which district and state pupil performance standards and outcomes will be utilized, and agreement to use the standardized student achievement assessment.

Approvals and Appeals, Renewals and Revocations: Authority to approve, renew, and revoke charters is granted to local district school boards, the State Board of Education, and the State Board for Charter Schools. No appeal is allowed from the decision of the approving authority; however, potential charter school operators may submit charter applications to multiple granting agencies. Charters are granted for initial 5-year terms and may be renewed thereafter for subsequent 7-year terms. Charters may be revoked for violation of the charter or any provision of the charter statute or for other "good cause" as deemed by the approving agency.

Legal Status and Powers of Charters (including waivers): Charter schools are authorized to be organized as independent legal entities. The can sue and be sued, acquire interests in real property, and enter into and sign contracts. Most state education laws and local policies and regulations are waived for charter schools.

Student Admission Criteria: Prohibited limits on admission include ethnicity, national origin, gender, income level, disabling condition, proficiency in English, and athletic ability. Allowable limits include age group or grade level. Admission restrictions based on past behavior or academic achievement is not specifically prohibited by the law.

Money Allotted to Charters: Charter schools are allocated dollars comparable to other public schools. Money is provided on the basis of "average cost per pupil" and can be paid either through the district or directly to the charter school. In addition, Arizona established a Charter School Stimulus Fund to provide start-up funds.

Governance: The governance structure for charter schools is not specified in statute and is negotiable.

Teacher Qualifications: Charter schools are not required to hire certified teachers.

Labor Relations: Arizona does not have a collective bargaining law. Charters are authorized to bargain directly with teachers at the school. Teachers who are members of a district prior to moving to a charter school are given hiring preference if, within 5 years, they desire to return to a non-charter school in the district assuming "a suitable position is available." Charter teachers who are previous district employees maintain their membership in the state retirement system and continue to accrue retirement credit while teaching in a charter school. The law makes no mention of tenure for charter school teachers.

Accountability and Reporting Requirements: Charter schools must design methods to measure pupil progress toward state pupil outcomes, including participation in the essential skills test and the "nationally standardized norm-referenced achievement test as designated by the State Board." Charter schools must provide to the approving authority an annual report card which specifies the school's program, goals, test results, attendance rates, and the like.

CALIFORNIA, 1992, AMENDED 1998

Purpose or Goals: The statute specifies 6 goals for charter schools-

1) Improve student learning;

2) Increase learning opportunities, especially for low achieving students;

3) Encourage the use of different and innovative teaching methods;

4) Create new professional opportunities for teachers;

5) Provide parents and students with expanded public system choices;

6) Hold schools accountable for measurable student outcomes.

Number and Types of Charters Allowed: The statute places a "cap" of 250 charter schools in 1998–99, with an additional 100 charters each subsequent year. Conversions and new start-ups are allowed. For-profits may initiate charters. However, private schools may not convert to charter status nor may religiously-affiliated schools become charter schools.

Who Can Initiate a Charter School: Charter petitions must be signed by a number of parents equal to half the students the charter estimates will attend or half the number of teachers it estimates will be employed. Conversion charter petitions may be signed by half the teachers currently at the school.

Required Charter Provisions: The charter must specify the school's educational program and who the school will serve, what student outcomes are anticipated and how these will be measured, the governance structure, professional qualifications of employees, procedures to ensure student health and safety, how the school plans to achieve a racially and ethnically balanced student body, admission requirements (if any), how annual fiscal and programmatic audits will be conducted, procedures for suspending and expelling students, how employees will be covered by a retirement system, what the public school alternatives are for students who live in the area but choose not to attend the charter, and the rights of district employees to work in the charter school and to return to another district school.

Approvals and Appeals, Renewals and Revocations: Local school boards, the State Board of Education, and county boards of education operate as approving authorities for charter schools. If the local school board denies a petition, petitioners may file with either the county board of education or directly with the State Board. Charters are granted for up to 5-year terms, and are renewable for subsequent 5-year terms. Charters may be revoked if the school violates provisions of the charter, fails to meet student outcomes identified in the charter, fails to meet accepted accounting standards, or violates the law.

Legal Status and Powers of Charters (including waivers): Charter schools may be independent legal entities, though their specific powers (e.g., to sue and be sued, acquire property, etc.) are not enumerated in the statute. Most state statutes and local polices and regulations are waived for charter schools.

Student Admission Criteria: Charter schools are required to admit all pupils. In cases where demand exceeds capacity, selection is to be by random drawing. Students in schools to be converted to charters are given preference.

Money Allotted to Charters: Dollars are allocated to charter schools on a per pupil basis largely the same as the allocation to other public schools.

Governance: Each charter school must establish an academic policy committee of parents, students, teachers, and other school employees.

Teacher Qualifications: Charter schools are required to hire certified teachers.

Labor Relations: In 1996, a Los Angeles Superior Court judge ruled that charter school teachers are exempt from the state's collective bargaining law and not subject to the jurisdiction of the Public Employment Relations Board. However, charter schools may employ and bargain with staff independently. The statute states that existing faculty in conversion charters may be covered by the district collective bargaining agreement if they so choose. The school's charter must spell out these rights; if they are not listed in the charter, then employees are not covered by them. New charter school employees serve "at will." The charter must describe teachers' rights to return to another school in the district if they were previously employed there. The charter must also indicate how teachers will be covered by a retirement system, and whether coverage will be under the State Teachers Retirement System, Public Employment Retirement System, or social security. The granting of tenure is also a matter that must be specified in the charter.

Accountability and Reporting Requirements: The charter school must meet statewide performance standards and conduct pupil assessments (including the standardized achievement test required of students in other public schools) and must report those results. Schools are annually audited for fiscal and programmatic operations.

MASSACHUSETTS, 1993, AMENDED 1997

Purpose or Goals: The purposes of charter schools, as specified in statute, are to:

1) Stimulate the development of innovative programs within public education;

2) Provide opportunities for innovative learning and assessments;

3) Provide parents and students with greater options in choosing schools within and outside their school district;

4) Provide teachers with a vehicle for establishing schools with alternative, innovative methods of educational instruction and school structure and management;

5) Encourage performance-based educational programs;

6) Hold teachers and school administrators accountable for students' educational outcomes;

7) Provide models for replication in other public schools.

Number and Types of Charters Allowed: The number of charters is capped at 50 schools. New and conversion schools are allowed. Private school conversions are precluded. For-profits may not initiate charters, but the law is silent on religiously-affiliated schools achieving charter status.

Who Can Initiate a Charter School: Business or corporate entities, two or more certified teachers, or 10 or more parents may begin a charter school.

Required Charter Provisions: The statute requires only that the charter include a description of the way in which district and state pupil performance outcomes will be adhered to and agreement to use state-sanctioned pupil assessments.

Approvals and Appeals, Renewals and Revocations: The State Board of Education has the authority with regard to charter schools. Charters are granted for up to 5 years and are renewable. There are no appeals from the decision of the state board. Charters may be revoked for violation of the charter or the charter statute.

Legal Status and Powers of Charters (including waivers): Charter schools may be independent legal entities and may be organized under the state's nonprofit corporation statute, thus giving them the powers of a business corporation. Charters have the power to acquire property, determine budgets and curriculum, receive and disburse money, enter into contracts, hire and fire employees, borrow money, and act as the employer in matters of collective bargaining. Most state education laws and local polices are not automatically waived for charter schools.

Student Admission Criteria: Prohibited limits on admission include race, color, national origin, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in English, and academic. Preference for admission is given to students who live in the city or town in which the charter school is located. Allowable limits of admission include "reasonable academic standards."

Money Allotted to Charters: Charters are allocated operating dollars comparable to other public schools, though the amount may be less "depending on local conditions."

Governance: Each school must establish a board of trustees. The actual form of governance is determined by the charter.

Teacher Qualifications: The law does not specify whether charters must hire certified teachers.

Labor Relations: Charter school employees are covered under the state collective bargaining law. However, charter school teachers are in separate bargaining units from teachers in the other public schools in a district. Charter school teachers who have previously taught in the district may take leave for up to 4 years to teach in a charter. Teachers are subject to the state teacher retirement system. Service in the charter is creditable. Charter school teachers are specifically ineligible to acquire tenure.

Accountability and Reporting Requirements: Each charter school must submit an annual report to the state secretary of education, to parents and guardians of students enrolled in charter schools, and to parents and guardians contemplating enrolling a students in charter schools. The report must detail the school's process toward educational goals.

MICHIGAN, 1994

Purpose or Goals: The statute states that the purposes of charter schools (called "public school academics") are to:

1) Improve pupil achievement for all pupils including, but not limited to, educationally disadvantaged pupils,, by improving the learning environment;

2) Stimulate innovative teaching methods;

3) Create new professional opportunities for teachers in a new type of pubic school in which the school structure and educational program can be innovative in design and managed by teachers at the school site level;

4) Achieve school accountability for pupil educational outcomes by placing full responsibility for performance at the school site level;

5) Provide parents and pupils with greater choices among public schools, both within and outside their existing school districts;

6) Determine whether state educational funds can be more effectively, efficiently, and equitably utilized by allocating finds on a per pupil basis directly to the school rather than through school district administration.

Number and Types of Charters Allowed: There is no absolute cap on the number of charters allowed, except that universities are allowed to initiate only 85 charter schools (that number to rise to 150 by 1999). Both new start-ups and conversions are allowed. Conversions of private schools to public charter status are allowed; for-profit organizations may not operate charters.

Who Can Initiate a Charter School: Charter applications may be submitted by "individuals or entities."

Required Charter Provisions: The charter must state the school's mission and goals, anticipated pupil performance standards and outcomes, the method and types of student performance assessment, and agreement to use state-sanctioned tests.

Approvals and Appeals, Renewals and Revocations: Charter granting agencies include local school boards, intermediate (county) boards of education, community colleges, and state universities. A charter that is rejected may be appealed by placing the issue on the ballot for the next election (approval by referendum). Charters may be granted for unlimited terms. They may be revoked if the school fails to meet its educational goals, comply with the law, or meet generally accepted accounting principles.

Legal Status and Powers of Charters (including waivers): Charter schools may be independent legal entities. They have the power to sue and be sued, incorporate, acquire property, determine budgets and curriculum, receive and disburse funds, enter into and sign contracts, hire and fire personnel, and act as the public employer for purposes of collective bargaining. State and local statutes and rules and regulations are not automatically waived for charter schools.

Student Admission Criteria: Prohibited limits on admission include intelligence, athletic ability, achievement or aptitude, and handicapping condition. Allowable admission limits include age and grade level.

Money Allotted to Charters: Charter schools are allocated basic operating dollars comparable to other public schools. The amount, however, is capped at the statewide average.

Governance: Each charter school must establish a board of directors. The criteria for membership on the board must be specified in the charter.

Teacher Qualifications: Certified teachers are required in charter schools approved by local school boards. "Special provisions" are allowed for use of non-certified teachers in charter schools authorized by state community colleges or public universities.

Labor Relations: If the charter school is authorized by a local school board, the teachers must be covered by the district collective bargaining agreement. Charter teachers are part of the retirement system, but the statute is silent regarding leave policies for teachers who move from a "regular" public school to a charter school. Charter school teachers retain tenure earned during service in the school district, but do not acquire tenure by virtue of teaching in a charter school.

Accountability and Reporting Requirements: The charter must specify the school's educational goals and the methods designed to hold the school accountable for results. Compliance is monitored by the charter granting agency. There are no specific reporting requirements, but the state is authorized to audit charter schools.

Part II
Summary of Charter School Legislation by State

This part of the appendix provides a brief summary of legislation from all other states with charter school legislation and summarizes information produced by the Education Commission of the States (ECS), using a template that judges the strength of charter statutes based on their authority to develop a system of charter schools that are more autonomous. State statutes judged to be "weak" take fewer steps to encourage the development of an alternative public school system. ECS uses the following criteria to judge "Strong" charter legislation:

1. The possibility of a non-local board sponsor or the option of an appeal process
2. Permission for any individual or group to attempt to organize a charter proposal
3. Automatic exemption from state and local regulations rather than case-by-case or individual appeals processes
4. Fiscal autonomy; every school has complete control over money allocated as a result of per-pupil funding
5. Complete legal autonomy or charter determination of the level of legal autonomy
6. No (or very high) limits on the number of charter schools that can be formed
7. The acceptance of some percentage of non-certified employees as teachers in charter schools.

Alaska, enacted 1995, amended 1997

Alaska's legislation meets only one criteria by simply granting authority to individuals or groups from outside the public school system to organize a charter proposal.

Arizona, enacted 1994, amended 1997

See description in Part I.

Arkansas, enacted 1995

The Arkansas statute meets only one criteria, with no (or very high) limits on the number of charter schools that can be formed.

California, enacted 1992

See description in Part I.

Colorado, enacted 1993, amended 1997

Colorado meets five criteria for strong legislation by establishing an appeal process, allowing individuals or groups from outside the public school system to organize charter proposals, and placing no (or very high) limits on the number of charter schools that can be formed. According to ECS, legally, Colorado charter schools are to remain a part of the local school district, but in practice many operate autonomously. Amended legislation allowed charter schools to organize as nonprofits and changed the charter period from 3-5 years to not more than 5 years.

Connecticut, enacted 1996, amended 1997

The legislation meets four criteria by allowing non-local board sponsors, individual or groups outside of the public school system to organize charters, and giving charter schools fiscal and legal autonomy.

Delaware, enacted 1995

Delaware's charter school law meets all seven "strong" law criteria and specifies up to 35% non-certified teachers may be used if no qualified alternative certification program exists. Presently, there is no such program in the state.

District of Columbia, enacted 1996

The DC legislation meets all criteria for "strong" legislation, except it does not set a high limit on the number of charter schools allowed.

Florida, enacted 1996, amended 1997

Florida's legislation meets all seven criteria for "strong" legislation. The amended legislation dealt with revising enrollment requirements, charter provisions, added application requirements, and specified the distribution of state funds.

Georgia, enacted 1993

Georgia meets only one criteria by establishing no (or very high) limits on the number of charter schools that can be formed.

Hawaii, enacted 1994

Hawaii allows automatic exemptions from most state laws/rules and local policies, grants charter schools fiscal autonomy, and has place no (or very high) limits on the number of charter schools that can be formed.

Idaho, enacted 1998

Information from ECS not yet available.

Illinois, enacted 1996

Illinois law meets six of seven criteria with the exception of providing a non-local board sponsor or appeal process. However, while non-certified individuals do not need to apply for an alternative certification, the legislation spells out the conditions for employing non-certified individuals. These specifications are similar to the requirements for formal alternative certification in other states. The state has regional caps as well as a state cap of 45 schools.

Kansas, enacted 1994

Kansas only meets one criteria for "strong" legislation, allowing individuals or groups from outside the public school system to organize a charter proposal.

Louisiana, enacted 1995, amended 1997

The charter school law allows individuals or groups outside of the public school system to organize a charter proposal, gives automatic exemptions from most state laws and local policies, and allows fiscal and legal autonomy. Amended legislation revised the funding formulas, established a no-interest loan program for start-up costs, and indicated the codes and statutes that cannot be waived. The amended legislation also eliminated the "pilot" nature of charter schools. The state has capped the number of 24 schools but in amended legislation raised the limit on charter schools to up to 42 schools by June 1, 1999 and lifted the school population cap of 1,000 students.

Massachusetts, enacted 1993, amended 1997

See description in Part I.

Michigan, enacted 1994

See description in Part I.

Minnesota, enacted 1991

Minnesota has established an appeal process and allows non-local board sponsors of charter schools. The state allows individuals or groups from outside the public school system to organize charters, grants automatic exemptions to most state laws and local policies, and gives charters schools fiscal and legal autonomy. Amended legislation eliminated the cap on the number of charter schools and allowed private universities to sponsor charter schools. The legislation also made $50,000 start-up grants and separate grants for facilities assistance.

Mississippi, enacted 1997

Mississippi meets only one criteria for "strong" legislation by granting automatic exemptions from state laws and local policies and allows for a pilot program for conversion of 5 public schools to charter status.

Nevada, enacted 1997

Nevada allows non-certified individuals to teacher at charter schools without having to seek waivers or alternative certification, allows individuals or groups from outside the public school system to organize charter proposals, and gives charters legal autonomy. Exemptions to rules and regulations are written into the charter on a school-by-school basis. The state board of education reviews and approves these exemptions. Salaries are controlled by the charter school governance board unless teachers are under an existing collective bargaining contract that applies to the sponsoring school district. The law establishes limits on the numbers of charter schools based on the population of the county where the school will be located.

New Hampshire, enacted 1995, amended 1997

New Hampshire's law meets all seven criteria for "strong" legislation.

New Jersey, enacted 1996

The law establishes non-local school board sponsors and an appeal process and has placed no (or very high) limits on the number of charters that can be formed. Any teacher or parent within a district may themselves, or in conjunction with any in-state higher education institution or private entity, establish a charter school; such schools are eligible for at least 90% of the local levy budget per pupil; and district collective bargaining provisions automatically apply to converted public schools. Salaries within new charter schools must fall within the range established by the district in which the school is located.

New Mexico, enacted 1993

The legislation meets only one criteria for "strong" legislation, allowing non-local boards to sponsor charters.

North Carolina, enacted 1996, amended 1997

North Carolina's legislation meets all seven criteria for "strong" legislation.

Ohio, enacted 1997

While Ohio law allows some non-local boards to sponsor charters, sponsorship depends upon where the charter will be located. Sponsorship depends on whether the charter school is to be located in counties where Ohio's largest urban public schools are located. Another law has established a pilot program for charter schools in Lucas County, the county where Toledo is located which allows sponsorship by local school districts, the County Service Center, and the University of Toledo (all other charter schools must be sponsored by a local school board). Charter schools are given exemption to codes that apply to public schools, but must comply with other health and safety codes for public facilities. Charter schools are given fiscal autonomy although compensation is controlled by the charter schools governance board (with the exception of charter school teachers covered by collective bargaining agreements in public school conversions). In addition, teachers are employees of the charter school not the district unless a collective bargaining agreement is in force. The charter school governing board must comply with this agreement until it expires. Amended legislation made planning and start-up cost grants available and established $7.5 million in "impact funds" to offset the loss of students to charter schools.

Pennsylvania, enacted 1997

The state's law meets all seven of the criteria for "strong" legislation. While the law waives the majority of the state laws/rules and policies, charter schools are still required to comply with all state testing requirements and all statutes that deal with health and safe requirements required of any public entity. Amended legislation will make an appeal process to a state board available in July, 1999.

Rhode Island, enacted 1995

Rhode Island legislation meets only one criteria for "strong" legislation establishing an appeal process for charter school applications.

South Carolina, enacted 1996, amended 1997

South Carolina law meets all seven criteria for "strong" legislation.

Texas, enacted 1995

Texas meets six of seven criteria for charter school legislation but has limits on the number of charter schools. Texas legislation allows for a pilot program for conversion of six public schools. Those eligible to organize a charter school are limited to public or private education institutions, a non-profit, or a governmental entity. Details about organizing entities can be found in the law's "open enrollment" portion.

Utah, enacted 1998

Information from ECS not yet available.

Virginia, enacted 1998

Information from ECS not yet available.

Wisconsin, enacted 1993, amended 1997

In Wisconsin, charter schools are automatically exempt from most state laws and rules, but not local board policies. Within the city of Milwaukee, the law has established four sponsoring agencies (the Milwaukee Public School Board, Milwaukee Technical College, and the University of Wisconsin). Recent legislation has established legal and financial autonomy for charter schools in the Milwaukee district. Districts in Wisconsin make the decision whether to accept charter school applications. If a district decides it will accept an application, a group of parents or community members may apply.

Wyoming, enacted 1995, amended 1997

Wyoming law establishes non-local board sponsorship of charters and allows individuals or groups from outside the public school system to organize proposals. It has also set no (or very high) limits on the number of charter schools that can be formed.

Case Study Interview Protocols

The following questions served as guides for the interviews that composed the main data gathering procedure for the case studies.

SCHOOL BACKGROUND

This information was gathered from interviews with the principal and teachers and from written documents available for each school.

- How was the school started? Who was involved in the start-up?
- How many students and what grade levels are taught?
- What kind of program is offered to students?
- How are students recruited? Describe the types of students your school typically serves.
- Does the school have a mission statement? How was it developed?
- In what ways does the mission statement influence how the school is run?
- Who is on the school's governing board?

PRINCIPAL INTERVIEW

- What, if any, is your school's relationship to the local school district? What authority does the district have over the charter school? What is the relationship of the charter school governing board to the district school board? What kinds of services does the district provide?
- If your school is not part of a district, what is its sponsoring agency? What kind of authority does that agency have over the school?
- Has the school established any community or university-based partnerships (i.e. to support certain aspects of the curriculum or provide particular services)?
- Describe community and parent involvement in the charter school. How are teachers involved with parents and the community?
- Describe the school from a management perspective. In what ways are principal/teacher/staff roles similar to and different from other public schools? To what extent does the school use group or consensus building decision making processes?
- Describe how decisions in the following areas are made at this school:
    - the budget (how money is spent);
    - how the school is staffed/hiring decisions;
    - the determination of salaries and benefits;
    - developing student learning goals and measuring student achievement;
    - developing curriculum.
- How are decisions made regarding where and how to focus professional development

areas or activities? When does professional development occur? How is this decision made? Do teachers have time set aside for professional development?

- Please describe a few examples of staff development activities that have taken place since the charter school opened. Were these offered school-wide? Were they voluntary or required for teachers?
- Do teachers have individual planning time? Joint or team planning time?
- In what ways are teachers and other staff prepared to take on any new responsibilities required by the charter school (i.e. management, budget, developing student learning goals)? If teachers have are expected to assume new responsibilities, do they receive specific training?
- Does the school have a teacher evaluation process? Who conducts the evaluation? What happens if a teacher receives a poor evaluation?
- Does the school have a staff manual or plan describing teachers' working conditions, rights, responsibilities, etc.?
- What is the school's procedure for handling staff member problems with decisions or school policies? How does the school handle interpersonal disputes or conflicts that may arise among the staff?

TEACHER AND STAFF INTERVIEWS

- Personal Information—work experience (number of years teaching, where, credential, whether teaching in area of credential). Are you tenured?
- What, if any, is your school's relationship to the local school district or other sponsoring agency?
- Why did you decide to form/join a charter school?
- Describe your teaching conditions in this school. How is the charter school different from schools where you have worked in the past?
- Describe how decisions are made and how you are involved in the following areas:
  - the budget (how money is spent);
  - how the school is staffed/hiring decisions;
  - the determination of salaries and benefits; developing student learning goals and measuring student achievement;
  - curriculum development and instructional practice.
- Is the decision making process different at this school than it was at other schools where you have worked? If so, how?
- If you find yourself making more (or different, or both) decisions, in what ways has this improved and/or been a challenge to you as a teacher? Has this changed how you teach? If so, in what ways?
- In what ways are you involved in developing the school's program, goals for student achievement, and how these goals are evaluated?
- Has the school established any community or university-based partnerships (i.e. to support certain aspects of the curriculum or to provide particular services)?
- In what other ways is the community involved with your school? Is this different than in other school settings?
- Are parents involved in school decision making? What kind of activities are parents involved in at the school? How is parent involvement coordinated-is someone assigned this role? In what ways is parent involvement at this school different from other school settings?
- How are decisions made regarding how to focus professional development areas or activities? When does professional development occur? Who decides?
- Does the school have a teacher evaluation process? Who conducts the evaluation? What happens if a teacher receives a poor evaluation?

- Are teachers covered by the school district's teacher contract? Can the school request waivers to the contract? Has it done so?
- In what ways has the local teachers' union been involved with this school?
- Does the school have a staff manual or plan describing teachers' working conditions, rights, responsibilities, etc.? How was this agreement developed? What does it contain?
- What is the school's procedure for handling staff member problems with decisions or school policies? How does the school handle interpersonal disputes or conflicts that may arise among the staff? What are the procedures at this school if a teacher is unhappy with his or her situation?
- To what extent can you express ideas for improving the school? Do you feel that your views influence the operation of the school?

DISTRICT STAFF INTERVIEWS

- What is the district's relationship to the charter school? What kinds of interaction is there between the school and district? Between teachers in the charter school and the district?
- In what ways is the district involved in charter school decisions (e.g., staffing, evaluation, budget, etc.)?
- What kinds of services does the district provide to the charter school?
- What kind of oversight does the district have over the charter school's operation?
- What is the relationship of the charter school governing board to the district school board? What kinds of authority does the school board have over decisions regarding the charter school?
- How has the community reacted to the formation of the charter school?
- Are there other charter schools in this district? Are there others that are planned for the near future?

UNION STAFF INTERVIEWS

- Was the union actively involved in supporting (or opposing) the formation of the charter school?
- What is the relationship between the union and the charter school's teachers?
- What services does the union provide to the charter school?
- (If teachers are covered by the district contract), how is contract enforcement handled?

NATIONAL EDUCATION ASSOCIATION
1201 Sixteenth Street, N.W., Washington, D.C. 20036